

# Panel report

QA of Joint Programme based on the European Approach

Name of programme:

**Joint Master in Leadership for Sustainable Urban and Coastal Development**

Name of coordinating institution:

**South East Technological University (SETU)**

Name of cooperating institutions:

**Université de La Rochelle**

**Universidad Católica de Valencia San Vicente Mártir**

**Universität Rostock**

**Sveučiliste u Zadru**

**Klaipėdos Universitetas**

**Universitatea Tehnica de Constructii Bucuresti**

**Geoniko Panepistimio Athinon**

**Frederick University**



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# 1. GENERAL INFORMATION

## 1.1 Basic Information about the Procedure

This report is issued by the panel appointed by Quality and Qualifications Ireland (QQI) and addresses the proposed Joint Master in Leadership for Sustainable Urban and Coastal Development as submitted by the coordinating institution, South East Technological University (SETU), on behalf of the EU-CONEXUS consortium. EU-CONEXUS consists of South East Technological University (SETU) (Ireland), Université de La Rochelle (LRUniv) (France), Universidad Católica de Valencia San Vicente Mártir (UCV) (Spain), Universität Rostock (UROS) (Germany), Sveučilište u Zadru (University of Zadar) (UniZD) (Croatia), Klaipėdos Universitetas (Klaipeda University) (KU) (Lithuania), Universitatea Tehnica de Constructii Bucuresti (Technical University of Civil Engineering Bucharest) (UTCB) (Romania), Geononiko Panepistimio Athinon (Agricultural University of Athens) (AUA) (Greece), and Frederick University (FredU) (Cyprus).

The Joint Master in Leadership for Sustainable Urban and Coastal Development has been designed as a Joint Programme between nine universities. The programme aims to integrate engineering, science, business, information technology and social sciences, as well as prepare students to create innovative solutions and lead teams across diverse sectors such as renewable energy, sustainable urban and coastal development, manufacturing and production.

The panel established that the proposed joint master's programme is designed and delivered by a consortium of recognised higher education institutions. In line with the requirements of the European Approach, the panel reviewed documentation confirming the partners' higher education status and their capacity to participate in and award degrees within a joint structure. A site-visit was conducted on SETU's Cork Road campus in Waterford in April 2026.

Throughout the evaluation process, the panel verified the following:

- Eligibility: Each partner institution is legally recognised and able to collaborate in awarding a joint or multiple degrees.
- Cooperation Agreement: A formal cooperation agreement addressing governance, quality assurance procedures, admissions, and financial arrangements is in place.
- Programme Design: The curriculum design, credit allocation, and intended learning outcomes meet the relevant external reference points set by the European Approach for Quality Assurance of Joint Programmes.

## 1.2 Panel of Experts

In line with [QQI's Procedures for QA of Joint Programmes based on the European Approach](#), QQI assembled a review panel consisting of four members. The Joint Master in Leadership for Sustainable Urban and Coastal Development focuses on leadership in coastal and urban development. Accordingly, expertise and experience relevant to this field were considered in the composition of the review panel. The review panel includes:

*Chair: Professor Kerstin Krellenberg, Professor of Urban Studies, Department of Geography and Regional Research, University of Vienna.*

Since 2020, Kerstin Krellenberg has been Professor of Urban Studies in the Department of Geography and Regional Research at the University of Vienna. She holds a diploma in

Environmental Sciences, as well as a PhD and Habilitation in Geography. She has contributed to various review and evaluation panels in international contexts. Her research and teaching profile focuses on interdisciplinary and transdisciplinary sustainable urban development. Her main interest lies in urban sustainability transformations, Urban Labs, and urban vulnerability. She is active in national and international collaborations.

*Panel Secretary/Report Writer: Professor Florian Koch, Professor of Real Estate Management, Urban Development, and Smart Cities, HTW Berlin*

Dr. Koch studied spatial planning at the University of Dortmund and La Sapienza University in Rome and completed his doctorate at Humboldt University Berlin with support from the DAAD and Heinrich Böll Foundation. He served as DAAD Representative and Professor at Universidad del Norte in Colombia and coordinated the Urban Transformations project at the Helmholtz Centre for Environmental Research in Leipzig. Since 2018, he has held Germany's first professorship in Smart Cities at HTW Berlin, where he leads research on urban transformation, sustainability and digitalisation. His work focuses on housing, sharing practices, AI literacy and sustainable urban development across Europe.

*Student reviewer: Călin-Mădălin Oniea, PhD student in Social Sciences, West University of Timisoara*

Călin-Mădălin Oniea is a PhD candidate in Sociology and an experienced student expert in higher education quality assurance. He has developed a strong academic and practical interest in institutional evaluation, governance, and quality enhancement processes in higher education. He has participated in approximately 20 external evaluation missions coordinated by ARACIS (Romanian Agency for Quality Assurance in Higher Education), contributing to programme and institutional reviews as a student evaluator. His experience includes analysing self-evaluation reports, participating in site visits, conducting stakeholder interviews, and contributing to evaluation reports in line with European Standards and Guidelines (ESG). Alongside his evaluation work, he has held governance roles as Faculty Council Student Representative and University Senator, gaining direct experience in institutional decision-making, academic policy, and quality culture development. He has also contributed to national-level discussions on higher education policy and student participation. His areas of expertise include quality assurance systems, student engagement in governance, evaluation methodologies, and enhancement-led review processes.

*Industry representative: Amanda Stewart, CEO of the High Performance Building Alliance*

Amanda Stewart is CEO of the High Performance Building Alliance (HPBA), based in Ireland. HPBA is a UNECE Centre of Excellence for the Sustainable Built Environment, leading industry initiatives on circular economy, bio-based materials, education and skills. Amanda has a background in lifelong learning and quality assurance. She recently graduated from the University of Galway with a first-class honours MSc in Sustainability Leadership.

The panel was briefed on the standards addressed using the European Approach and the application from SETU during an online session on 24 March 2026.

## 2. GENERAL OVERVIEW

### 2.1 Status

#### Outline of Findings

The application describes a transnational European higher education and research programme in the field of smart, urban, and sustainable coastal development, with SETU acting as the coordinating institution. The study programme is designed to address issues facing coastal regions, including disaster mitigation, waste management, disease management, food security, and ocean protection.

The self-evaluation report (SER) outlines that the joint Master's programme will be offered by nine institutions: South East Technological University (SETU) (Ireland), Université de La Rochelle (LRUniv) (France), Universidad Católica de Valencia San Vicente Mártir (UCV) (Spain), Universität Rostock (UROS) (Germany), Sveučilište u Zadru (University of Zadar) (UniZD) (Croatia), Klaipėdos Universitetas (Klaipeda University) (KU) (Lithuania), Universitatea Tehnică de Construcții București (Technical University of Civil Engineering Bucharest) (UTCB) (Romania), Geoponiko Panepistimio Athinon (Agricultural University of Athens) (AUA) (Greece), and Frederick University (FredU) (Cyprus). SETU is the programme coordinating institution, while UCV, LRUniv, UROS, UniZD, UTCB, KU, and AUA are accrediting partners and degree-awarding institutions. FredU is an associate partner and is not a degree-awarding institution.

The SER also provides information regarding the accreditation status of each institution, including the relevant external quality assurance agency responsible. The consortium agreement establishes that students after having successfully passed all assessments and defended the Master thesis will be awarded a Joint Master of Science degree in Leadership for Sustainable Urban and coastal Development of the consortium of universities by South East Technological University (SETU).

#### Considerations

Based on the available documentation, the site visit, and the interviews conducted, the panel considers that the institutions delivering the joint programme are recognised higher education institutions by the relevant authorities in their respective countries and are therefore entitled to participate in the joint programme. The panel heard evidence that six of the institutions are already participating in the Joint Master Programme in Marine Biotechnology, which has been developed within the EU-CONEXUS programme.

Currently, a draft Cooperation Agreement exists; however, at the time of writing, the final agreement has not yet been signed. The process is underway, and the respective universities are currently establishing the procedures for signing the agreement<sup>1</sup>.

#### Conclusion

The panel concludes that the consortium partners delivering the joint programme are recognised by the relevant authorities in their respective countries and are therefore permitted to participate in the joint Master's programme. The relevant regulations are described in the Cooperation Agreement, which is in the process of being signed by the universities<sup>2</sup>.

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<sup>1</sup> The signed Cooperation Agreement was provided by the consortium on 22 June 2026.

<sup>2</sup> As above.

## 2.2 Joint Design and Delivery

### Outline of Findings

The programme is delivered collaboratively by the participating institutions and one associate partner within the EU-CONEXUS Alliance across Europe. The primary partners are SETU, UCV, LRUUniv, UROS, UniZD, UTCB, KU, and AUA, while FredU is an associate partner and not a degree-awarding institution. Three of the universities do not host scheduled teaching delivery within the first three semesters of the programme but may host students in the final semester: Universität Rostock (UROS), Klaipėdos Universitetas (Klaipeda University) (KU) (Lithuania), and Frederick University (FredU) (Cyprus). These three universities have been involved in the design of the programme and will participate through co-teaching modules and the potential hosting of students for their final Master thesis (the capstone project in the fourth semester).

Within this collaboration, the institutions have adopted an interdisciplinary joint master's model under the European University Alliance EU-CONEXUS. The master's programme builds upon an existing joint degree, the Joint Master's Programme in Marine Biotechnology, in which six of the nine partners are already involved. SETU plays a leading role in the design and delivery of the programme; however, all partners contribute to shaping the curriculum. During the design phase, the partners combined their respective experience and collaborated through largely virtual meetings and dedicated working groups

Although the harmonisation of academic calendars across multiple countries has proven challenging, the alliance has succeeded in agreeing upon a joint academic calendar for the master's programme.

### Considerations

Based on the submitted documentation, the site visit, and the interviews conducted, the panel finds that the nine partner institutions jointly designed and will jointly deliver the programme. This collaborative approach is evident in the programme structure, which draws upon each partner's area of expertise to create a comprehensive and coherent curriculum. The alliance is aware that the governance of nine participating institutions is complex; however, most of the partners have been collaborating since 2019, and established working routines are already in place.

All partners possess expertise in specific areas related to the Master's programme in Leadership for Sustainable Urban and Coastal Development. The consortium demonstrates a high level of integration, with each of the nine partner institutions having a clearly defined and specialised role in the delivery of the programme. The panel observed that South East Technological University (SETU) acts as the lead coordinating institution, managing the overall administrative and quality assurance framework. SETU will coordinate the centralised admissions process, and will be able to access training from UCV on the DreamApply platform if needed, while universities such as UTCB (Bucharest) and the University of Zadar (UNIZD) provide specialised elective tracks based on their regional and research expertise. Partners that do not host students for regular teaching activities contribute through co-teaching arrangements with the other institutions and by hosting students undertaking their master's thesis projects.

The partners are jointly exploring different approaches to securing the programme's long-term financial sustainability and plan to submit an application for funding under the Erasmus Mundus funding scheme.

## Conclusion

The panel concludes that the Joint Master's programme in Leadership for Sustainable Urban and Coastal Development is genuinely offered jointly and meets the expectations of a collaborative European programme. By integrating the strengths of multiple institutions across diverse regions, the alliance delivers a distinctly interdisciplinary approach. The programme's structured mobility framework further distinguishes it, as each student will have the opportunity to study at three or four different universities and within different national contexts.

The alliance is confident in its ability to continue securing funding and has developed several strategies to support the programme's long-term sustainability. In the event of a successful Erasmus Mundus application, the alliance should revise the organisation of the master's programme and adapt it to accommodate new, non-European target groups.

## 2.3 Cooperation Agreement

### Outline of Findings

The cooperation agreement for the Joint Master in Leadership for Sustainable Urban and Coastal Development defines the framework and conditions for delivering the joint programme. It outlines the roles of the consortium of universities and specifies important operational aspects, including programme coordination, financial administration, and academic responsibilities. In addition, the agreement establishes provisions for admissions, student mobility arrangements, and common assessment procedures.

As the Coordinating Institution, SETU is responsible for overseeing the consortium's administrative, financial, and legal matters. The agreement also sets out arrangements for introducing a joint degree award once the required validation processes have been completed, demonstrating the partners' commitment to meeting the criteria of the European degree framework. The awarding of a joint degree is dependent on additional external accreditation procedures.

### Considerations

The consortium agreement clearly defines key aspects of the joint programme, including the degree title, governance and financial coordination, admission procedures, and strategies for both student and staff mobility. It also establishes a framework for harmonising examination and assessment practices in line with European Credit Transfer and Accumulation System (ECTS) principles, ensuring consistent recognition of credits across all partner institutions.

The inclusion of a student-consortium agreement further clarifies the rights, responsibilities, and obligations of all parties involved. SETU plays a central role as the Coordinating Institution, overseeing the management and coordination of the consortium. At present, the necessary steps for the approval of the cooperation agreement are being undertaken by the respective universities.

## Conclusion

The cooperation agreement establishes a comprehensive framework for the Joint Master's degree, covering all key elements of the programme, including the degree denomination, coordination among partner institutions, financial management, student admissions, mobility arrangements, and joint assessment procedures. SETU's role as Coordinating Institution highlights the consortium's commitment and preparedness to implement a joint degree.

In addition, the agreement provides clear provisions for continuous monitoring and the possible future extension of the programme. Overall, the consortium appears well equipped to support effective collaboration and to maintain high quality standards within this interdisciplinary master's programme.

## 3. LEARNING OUTCOMES

### 3.1 Level

#### Outline of findings

The intended learning outcomes of the Joint Master in Leadership for Sustainable Urban and Coastal Development are aligned with the second cycle of the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) and the European Qualifications Framework (EQF), specifically EQF Level 7 (Master's degree), which corresponds to the Irish National Framework of Qualifications (NFQ) Level 9 (Master's degree).

In detail, the SER states that graduates should acquire the following knowledge, skills, and responsibilities:

- **Knowledge:** Highly specialised knowledge and critical awareness of knowledge in evaluating coastal sustainability using systems thinking, incorporating knowledge from interdisciplinary fields, and considering the benefits and trade-offs of various sustainability solutions.
- **Skills:** The learning outcomes include specialised problem-solving skills, such as leadership skills, the ability to implement innovative projects, evaluate European regulations, and foster collaboration among different stakeholders.
- **Responsibilities:** The learning outcomes include the communication of scientific results, the design and leadership of monitoring systems, and critical reflection on one's own professional practice.

In short, the ambition is to develop future sustainability leaders across different fields and enhance the leadership skills required to address the challenges facing the world today. The programme focuses on urban coastal cities and sustainability and seeks to develop leadership competencies in these areas. This is why the programme includes both thematic learning outcomes as well as leadership and social skills.

#### Considerations

The programme was built upon a thorough analysis of future skills and competences, conducted through a survey, and aligns the minimum intended programme learning outcomes (MIPLOs) with EQF Level 7 descriptors, thereby ensuring international recognition.

Ongoing quality assurance (QA) and benchmarking activities help to maintain rigorous alignment with relevant frameworks, reinforcing consistency across partner institutions.

#### Conclusion

In summary, the Joint Master in Leadership for Sustainable Urban and Coastal Development demonstrates clear alignment with the FQ-EHEA and the corresponding national qualifications frameworks. The learning outcomes are interdisciplinary and encompass both technical and management knowledge and skills.

The panel recommends that the consortium clarify the specific technical and management competences the programme is intended to develop, particularly in the field of urban development.

In addition, it would be beneficial to specify how the “Leadership” component is integrated into the scientific curriculum in order to ensure that graduates are able to manage complex stakeholder environments effectively.

## 3.2 Disciplinary Field

### Outline of findings

The Joint Master in Leadership for Sustainable Urban and Coastal Development is designed to encompass discipline-specific knowledge, skills, and competences aligned with EQF Level 7 standards. The programme structure integrates interdisciplinary and transdisciplinary practices, as well as leadership competences. The programme adopts an interdisciplinary approach, and the associated skills have been developed on the basis of a pan-European skills survey.

Through the selection of one of the four streams offered in the second year of the programme — Stream 1: Sustainable Agri-Food Systems; Stream 2: Climate Responsive and Green Urban Infrastructure; Stream 3: Sustainable Urban Coastal Communities; and Stream 4: Coastal Ecosystem Services — students are able to choose a specific focus area within their studies.

Through a balance of different teaching methods, and particularly through the international approach whereby each semester is delivered at a different university and in a different country, students gain a critical understanding of urban and coastal leadership in this field, as well as broader leadership competencies. In particular, the possibility of undertaking a capstone project as a master’s thesis, thereby transforming the thesis into an applied project in cooperation with external partners from industry and public institutions, demonstrates the applied orientation of the programme.

### Considerations

By actively drawing on the strengths of all partner institutions, the programme is able to provide a broad range of thematic topics within a single framework. As sustainability challenges are inherently complex, this interdisciplinary and transdisciplinary approach is timely and reflects the complexity of implementing sustainability in practice. Moreover, the programme’s international orientation, together with the flexibility for students to choose one of four streams, demonstrates the innovative character of the programme.

The programme leads may wish to consider how the consortium manages potential tensions between the different disciplines in order to support a cohesive student experience. It is important that teaching staff from these diverse fields collaborate effectively in delivering integrated challenge-based projects and an interdisciplinary learning experience.

The focus on Sustainable Urban and Coastal Development provides a distinctive niche that differentiates this programme from more traditional environmental master’s degrees.

### Conclusion

The panel finds that the joint programme meets the standard for the interdisciplinary field. The documentation demonstrates that the disciplinary boundaries are well defined, yet sufficiently permeable to enable genuine interdisciplinary leadership. As many disciplines are involved, it should be clearly communicated to prospective students that this is not a specialised programme. In addition, the programme should demonstrate how the various themes are balanced and how it achieves its objective of educating future leaders in coastal and urban sustainability.

### 3.3 Achievement

#### Outline of findings

The programme proposes a comprehensive assessment framework that aligns each assessment task with its intended learning outcomes, thereby ensuring that students progressively develop the competencies required to achieve leadership roles in coastal and urban development.

The formative assessments — including tutorials, group discussions, and related activities — provide students with continuous feedback. In the final year, students are able to choose a focus area (one of the four streams) and undertake a challenge-based transdisciplinary Master thesis. This structured progression confirms that graduates will be fully prepared to meet the industry-relevant standards defined by the programme's intended outcomes. A teaching guide has been developed to ensure a common understanding among the teaching staff regarding the specific characteristics of the programme.

#### Considerations

Because of the high number of partner institutions involved, the harmonisation of assessment methods across the consortium is an important task. This is particularly significant as students complete their semesters at different universities. The partners are aware of this challenge and have already worked on a joint assessment system.

In addition, there may be differences regarding the relationship between ECTS credits and contact hours across the participating universities, owing to differing national regulations and learning traditions. It is important that this is communicated clearly to students.

#### Conclusion

The programme demonstrates that the intended learning outcomes are achieved. The panel recommends expanding the teaching guide to include a section on pedagogical competencies and teaching methods used within the Joint Master. In addition, potential differences regarding assessments and contact hours between modules and universities should be made transparent, and the rationale behind these differences should be clearly explained to students.

### 3.4 Regulated Professions

Not applicable.

## 4. STUDY PROGRAMME

### 4.1 Curriculum

#### Outline of findings

The curriculum, in its current design, is likely to enable students to achieve the intended learning outcomes. The study programme consists of four semesters, with 30 ECTS credits per semester, and accommodates approximately 60 students.

Semesters 1 and 2 (60 ECTS) comprise core modules delivered at designated host institutions (SETU in the first semester and Université de La Rochelle in the second semester). Semester 3 (30 ECTS) requires students to select one of four specialised streams (Athens, Bucharest, Zadar, or Valencia). Semester 4 (30 ECTS) is dedicated to the Master thesis.

According to the module-level outline, the curriculum in the first year covers a broad range of topics related to coastal and urban sustainable development, ranging from the circular economy and systems thinking to social sustainability. In the second year, students have the opportunity to specialise in one of four streams: Stream 1: Sustainable Agri-Food Systems; Stream 2: Climate Responsive and Green Urban Infrastructure; Stream 3: Sustainable Urban Coastal Communities; and Stream 4: Coastal Ecosystem Services. Through these streams, students can select a specific focus area within their studies.

The Master thesis is carried out by the student with the choice to be based in a partner university, associate partner university, or other higher education and/or research institution according to the topic. Within this Joint Master Programme there are three options for the Master thesis; an individual dissertation or research-based project, an individual applied project addressing a challenge identified within the programme, and a team-based applied project. The curriculum is multidisciplinary, bringing together natural sciences and urban management. The specialised tracks (for example, Coastal Infrastructure and Sustainable Business) are located at universities with relevant research strengths. The inclusion of transversal skills, such as multilingualism and digital transformation, also responds to contemporary workplace needs.

#### Considerations

The curriculum structure appears to foster both theoretical and hands-on learning, ensuring that core competencies are thoroughly integrated. Modules across the different stages of the programme demonstrate a logical progression, beginning with mandatory first-year courses on leadership in coastal and urban development, followed by more specialised courses within the selected stream, as well as the opportunity to undertake the Master thesis as a project addressing a challenge.

The balance of 75% mandatory and 25% elective courses appears reasonable. The technical, interdisciplinary, sustainability-oriented, and specialised topic-related modules (particularly the elective courses in the third semester) appear promising, although further consideration should be given to the question of what coherently links the different semesters and partner universities together.

#### Conclusion

The structure and content of the curriculum are appropriate to enable students to achieve the intended learning outcomes. The role of the Master thesis, with the challenge-based learning approach is well reflected within the curriculum. The panel recommends considering the possibility of integrating work-based experiences during the first semester, rather than limiting such experiences to the final stage through the master's thesis.

## 4.2 Credits

### Outline of Findings

The provided module overview clearly indicates that each semester comprises a total of 30 ECTS credits, reflecting a standard workload distribution across all stages of the programme. Modules are assigned specific ECTS values, ensuring that students can readily identify the credit weighting of each component of their studies. This structured approach supports transparency in workload expectations and aligns with the requirements of the European Credit Transfer and Accumulation System (ECTS).

The number of credits is appropriate for a four-semester master's programme, and the equal distribution of credits across semesters is also appropriate.

### Considerations

The application of the ECTS system appears to be standardised and transparent across the entire consortium. Each module is assigned a clear credit value, and the total of 120 ECTS credits for the two-year master's programme is consistently maintained. The automatic recognition of credits earned during mobility periods represents a significant strength and is supported by the formal Cooperation Agreement.

The use of the Diploma Supplement to document these credits, thereby supporting the international transparency and readability of the qualification, is also satisfactory. The documentation suggests an established credit management system that minimises administrative obstacles for students.

### Conclusion

The European Credit Transfer and Accumulation System (ECTS) is applied appropriately, and the distribution of credits is clear. The implementation of the ECTS framework is both evident and coherent, with the credits allocated to each semester clearly specified.

## 4.3 Workload

### Outline of Findings

Based on the programme's design, the total workload amounts to 120 ECTS credits over two years, which aligns with standard requirements at master's level. Each academic year comprises 60 ECTS credits, of which 30 ECTS in the second year consist of elective courses. The programme entails a workload of 1,200 hours per year, based on a 35-hour working week. It is structured into two academic terms of 12 weeks each per year. As students require time to organise travel between partner institutions, this distribution appears reasonable.

The mandatory mobility requirement is ambitious and reflects a genuine commitment to the European Higher Education Area. The balance of 75% mandatory and 25% elective courses also appears appropriate.

### Considerations

The total workload of 120 ECTS credits falls within the typical range for a master's degree. The mandatory mobility requirement is ambitious and demonstrates a strong commitment to the European Higher Education Area.

Within the module descriptions, disparities exist regarding the percentage of contact hours and the way in which these relate to ECTS credits. This is a consequence of differing national regulations and university traditions, and it should therefore be communicated clearly to

students to ensure transparency regarding the expected workload. A module with fewer contact hours may still require the same overall student workload, as students are expected to undertake individual research, project work, and self-directed study, including critical-thinking exercises. This is necessary to ensure that, throughout the master's programme, one ECTS credit remains equivalent to 25 hours of study.

The mechanism for monitoring workload through student surveys represents an important quality assurance instrument, and the panel welcomes the development and planned implementation of joint assessment guidelines agreed at European level.

### Conclusion

In summary, the programme's allocation of 120 ECTS credits over two years is consistent with the recommended credit range for a joint master's programme. The current structure and time allocation suggest a well-defined and manageable workload. Ongoing evaluation of how students cope with these expectations — particularly regarding disparities in the ways ECTS credits are achieved — is strongly recommended. Such monitoring will help to secure the studiability of the programme and clarify the level of effort expected from students.

## 5. ADMISSION AND RECOGNITION

### 5.1 Admission

#### Outline of Findings

The entry pathway requires applicants to submit a formal application. The programme is open to holders of bachelor's honours degrees, or equivalent qualifications, in Science, Engineering, Social Sciences, Law, Business, Humanities, and the Arts, who have completed a university bachelor's degree comprising a minimum of 180 ECTS credits, can demonstrate English language proficiency at a minimum level of Common European Framework of Reference for Languages (CEFR) B2 / International English Language Testing System (IELTS) 6.5, and successfully complete an interview.

The selection process is carried out by a selection committee comprising one representative from each partner university.

The first cohort is expected to commence in the academic year 2027-2028, and student recruitment is planned both within the alliance and beyond. Recruitment efforts will initially focus on bachelor's students, although career changers may also be targeted in the future. Many modules are planned as micro-credentials, and students may additionally undertake other micro-credentials offered within the EU-CONEXUS alliance. This approach facilitates access for students who may lack prior knowledge in specific areas, enabling them to acquire the necessary competences in preparation for the programme.

#### Considerations

The selection criteria — including the B2 English language requirement and academic merit — are clearly defined and appropriate for attracting well-qualified students capable of managing a multidisciplinary workload.

Recruitment activities can build upon the already well-developed joint communication channels of EU-CONEXUS, including digital communication platforms, videos, social media, and webinars across all partner universities. In addition, there are numerous feeder courses through which academic staff may direct students towards the programme, and this EU-CONEXUS structure appears to function effectively.

The distinctive character of the master's programme, particularly its strong emphasis on international mobility, should be communicated clearly, as this may help to attract students seeking cultural exchange opportunities and the experience of studying at universities located in different European coastal cities.

#### Conclusion

The admission requirements and selection procedures are appropriate in consideration of the programme's level and disciplinary focus. While it is understandable that the programme is open to graduates from a broad range of bachelor's degree backgrounds, the panel recommends specifying the relevant thematic fields and potential bachelor's programmes from which applicants are expected to originate. This would support a more targeted recruitment strategy.

In addition, the panel recommends that the selection of streams be incorporated into the recruitment process at an early stage. Prospective students should be given the opportunity to indicate which stream they intend to pursue. This would assist the organisers in ensuring that sufficient capacity is available across the four streams.

## 5.2 Recognition

### Outline of Findings

Recognition of qualifications for admission purposes will be undertaken by the Selection Committee to ensure that applicants meet the programme requirements. Partners will work on a common policy for recognition of prior learning (RPL) to support the programme. Owing to the interdisciplinary nature of the programme and the fact that only prior learning from other master's programmes is recognised, it is unlikely that many requests will be received, as equivalent modules are generally not available elsewhere. The programme targets bachelor's degree holders, and the recognition of other workplace experience is undertaken by the Selection Committee for admission purposes. During the study period, credits obtained at one institution are automatically recognised by all partners of the consortium.

### Considerations

The recognition process aligns with national regulations and the Lisbon Recognition Convention, offering a transparent and equitable mechanism for recognising a broad range of formal, non-formal, and informal learning. The consortium has addressed the procedures for recognition in the different annexes of the SER. All partners participate in the various recognition processes.

The automatic recognition of credits earned at partner institutions is a pillar of the Cooperation Agreement and significantly reduces the administrative burden on mobile students. The issuance of a comprehensive Diploma Supplement in English is an excellent practice for ensuring the international legibility of the joint or multiple degrees awarded.

### Conclusion

The recognition of qualifications and periods of study (including RPL) is applied in line with the Lisbon Recognition Convention and its subsidiary documents.

## 6. LEARNING, TEACHING AND ASSESSMENT

### 6.1 Learning and Teaching

#### Outline of Findings

The programme is designed to adopt a student-centred approach and includes interdisciplinary training. It also incorporates Challenge-Based Learning (CBL), real-world scenarios, systems-thinking approaches, and multiple teaching methods that are likely to appeal to a variety of learning styles. The pedagogical approach is strongly centred on CBL, which is highly appropriate for a master's-level programme focused on leadership and sustainability.

Furthermore, the programme includes blended learning, combining synchronous online lectures with physical mobility and site visits. This model enables students to benefit from the specialised expertise of academic staff across nine countries.

The capstone approach to the Master thesis is a particularly strong feature, although the description of the capstone project remains somewhat vague. The programme is primarily delivered in person, with Moodle serving as the supporting digital platform. In addition, the alliance partners provide strong online and digital resources that are accessible to students, including specialised software such as geographic information system (GIS) applications. Partner universities will provide students with access to this software throughout the duration of the programme.

#### Considerations

Students' diverse needs and backgrounds are recognised through the promotion of a broad range of teaching methods. This has the potential to accommodate different learning styles and reflects the diversity of the student body. In addition, each university provides support structures for international students.

The consortium is also considering opening selected classes to students from other master's programmes. This may help to ensure that students on the Joint Master in Leadership for Sustainable Urban and Coastal Development have opportunities to interact with local students.

Regarding the Master Thesis, students are offered several options. It is possible to undertake the master's thesis as an industry-based, real-world challenge in which groups of students consult with stakeholders; however, each student is still required to complete an individual thesis while being based at one of the partner universities. Students may also choose to complete a more traditional master's thesis. In some cases, students may have more than one supervisor.

SETU will coordinate the 30-credit master thesis component and therefore has an important role in working with all partners, publication activities, application procedures, programme board assignments of students, and advisory support for supervisors. The thesis module also incorporates research methods training, and structured training materials will be made available on the EU-CONEXUS Moodle platform.

#### Conclusion

The programme is designed in a manner that corresponds to the intended learning outcomes, and the proposed learning and teaching approaches are appropriate for achieving these outcomes. The panel suggests that the needs of students — particularly in relation to differing cultural backgrounds — should be evaluated regularly throughout the programme.

Although some modules are specifically focused on leadership, the panel further recommends that the specific challenges associated with leadership should also be addressed within the teaching handbook to ensure that leadership is treated as a cross-cutting theme throughout the programme.

## 6.2 Assessment of Students

### Outline of Findings

The consortium has outlined the student assessment regulations in accordance with the Lisbon Recognition Convention in Annex 9 of the SER. A broad range of assessment methods will be employed, as specified in the Cooperation Agreement. There is also strong engagement with real-life experiences, which are incorporated into assessment through project-based work.

The SER refers to “joint assessment”, which will require particular effort from the multiple partner institutions involved and necessitates a shared understanding of assessment methods and grading standards.

### Considerations

The alliance has already agreed upon Joint Assessment Guidelines. An important element of these guidelines is that students will receive feedback on how they can improve their performance. As one of the next development steps, the alliance plans to produce a course guide containing detailed descriptions of the modules, including comprehensive information on the assessment methods applied within each module.

### Conclusion

The examination regulations and the assessment of achieved learning outcomes encompass a broad range of teaching and assessment methods and correspond appropriately with the intended learning outcomes. The planned course guide is considered an important instrument for achieving transparency regarding assessment procedures for both students and teaching staff across the various partner institutions, particularly in modules involving joint assessments.

## 7. STUDENT SUPPORT

### Outline of Findings

Each of the partner institutions offers services that support students in achieving the intended learning outcomes. This support includes both academic assistance and support with organisational matters. With regard to academic support, the creation of a common digital platform provides an important foundation for student support. In addition, each university appoints academic coordinators whom students can contact directly in the event of difficulties related to achieving the intended learning outcomes.

### Considerations

The establishment of dedicated academic staff, together with the International Office at each university, will help students to orient themselves throughout their mobility journey. The jointly developed documents — such as the Teaching Guide, joint Student Handbook, and Cooperation Agreement — will support academic staff in establishing a shared framework for assisting students in achieving the intended learning outcomes.

The existing technical support structures, together with the combination of different teaching formats, will also contribute positively to students’ achievement of their academic goals. Due to the high number of partner universities involved, it is of great importance that shared templates, course descriptions, and marking schemes maintain consistent standards across institutions to promote fairness and transparency. This is particularly important in cases where students fail assessments. Given the mobility requirements of the programme, it is essential not only that students receive thorough feedback enabling them to understand their strengths and weaknesses, but also that the institutions cooperate effectively to facilitate student mobility in such situations.

Access to library services, both physical and digital, supports students' research needs, while modern IT resources — including hybrid learning platforms and industry-grade production tools — enable remote participation in course activities where necessary. Crucially, students can access support services at any partner institution within the consortium

### Conclusion

In summary, the consortium is well equipped to implement the programme's student support system — encompassing International Offices, consistent equipment and facilities, hybrid learning platforms, robust library services, and dedicated disability support — is well suited to accommodating the specific demands of a mobile student body.

The panel recommends that the consortium consider not only the academic integration of students, but also their social integration, as an important aspect of the programme experience. In this regard, partner institutions should exchange good practices and explore ways of supporting mobile students in relation to visa procedures, accommodation, and language barriers encountered in everyday life. In particular, the issue of accommodation warrants continued and careful consideration.

## 8. RESOURCES

### 8.1 Staff

#### Outline of Findings

The European University Alliance EU-CONEXUS provides the framework for the programme's consortium. SETU as the coordinator looks after the affairs, the cohort and the intake. Support comes from the Office for Development of Study Offers (ODSO) and a jointly set up advisory board. Given that the alliance already has a master's programme with 8 of the 9 partners running, overall, the staff is well equipped. Each university will have a coordinator with 20-40% FTE for, which adds to a full-time manager position that will be installed at SETU as the host institution, to support students and local implementation. In consequence, each partner institution offers comprehensive student support services, ensuring that students in the master's programme receive support tailored to the challenges associated with mobility. International Offices coordinate essential processes such as visa requirements, accommodation options, and financial support, thereby enabling smoother transitions between campuses. These offices build upon existing experience gained from administering similar joint programmes, guiding students through administrative procedures and acting as primary points of contact for practical matters.

As stated in the written report, the staff consortium is interdisciplinary by nature and will therefore be able to meet the interdisciplinary approach to be undertaken, although the consortium will continue to work on a joint understanding which will be guided by a jointly developed glossary of terminologies in order to provide the basis for a joint understanding of wicked problems to be addressed by the programme. For the different streams, the consortium staff is well qualified, internationally experienced, particularly through European University Alliance EU-CONEXUS, to deliver the professional and pedagogical guidance.

In relation to Module 4 that focuses on leadership, staff consists of specialists across leadership in coastal urban environments, and ethics are discussed to educate the students about leadership across fields.

## Considerations

The International Offices at each institution play a crucial role in organising student mobility by streamlining visa applications, scheduling embassy appointments, and supporting accommodation searches.

Although the programme and all classes are delivered in English, the lack of proficiency in the local language spoken in the respective host countries may nevertheless create challenges for students. It should therefore be ensured that the administrative staff at the universities are able to assist students effectively with enquiries and practical issues.

In addition, student support services should also address accommodation-related challenges. Securing accommodation may prove particularly difficult within the context of student mobility and therefore requires dedicated guidance and support. While it is understandable that most universities may not be able to reserve student housing specifically for participants in the master's programme, we recommend that partner institutions treat this issue seriously and actively explore possible solutions. Student and alumni associations could also provide valuable informal support and knowledge-sharing regarding accommodation matters.

## Conclusion

In summary, the panel is satisfied that staff are sufficient in their qualifications and experience to deliver the study programme to the required standard.

## 8.2 Facilities

### Outline of Findings

As stated in the written report, the facilities available to students across the nine campuses range from specialised marine laboratories to advanced digital library resources. The “Virtual Campus” represents a particularly important resource, as it appears to provide a unified learning environment irrespective of students’ physical location.

During the site visit, the panel was impressed about the facilities available at the host institution - SETU, including student spaces, innovative meeting rooms, and support structures available for staff.

### Considerations

It is important to ensure that students have equal access to research equipment and facilities, particularly during the thesis phase at some of the more remote partner sites. The consortium’s commitment to accessibility for students with disabilities is also highly important. Furthermore, it should be confirmed that laboratory capacities are sufficient to accommodate the growing number of students within the streams.

### Conclusion

The facilities provided appear to be sufficient and appropriate in view of the intended learning outcomes. It is important to ensure that students continue to have access to both physical and virtual facilities during the final semester while undertaking their Master thesis projects.

## 9. TRANSPARENCY AND DOCUMENTATION

### Outline of Findings

The documentation provided by the consortium is coherent and comprehensive. The partners plan to launch the master's programme in the academic year 2027-2028, which allows additional time for the development of further documentation, such as the course catalogue, and to take further recommendations into account. A dedicated programme website will be published once the programme has been evaluated.

As the partners already collaborate within EU-CONEXUS on various projects and have developed an active social media platform for EU-CONEXUS activities, information about the programme can be disseminated effectively through existing communication channels. In addition, each partner institution has its own distribution channels, which can be utilised to promote the programme in a transparent manner.

The consortium has already established the Joint Master's programme in Marine Biotechnology, as well as several micro-credentials, and can therefore build upon its existing experience and expertise in informing prospective students. An important instrument for ensuring transparency will be the student handbook, in which the specific features and requirements of the programme will be clearly outlined.

### Considerations

The consortium is experienced and has already established a strong foundation for a transparent communication strategy aimed at students. The planned measures are appropriate and are likely to further support the dissemination of information to both prospective and enrolled students.

### Conclusion

The planned mechanisms for ensuring that students receive relevant information about the programme — including admission requirements and procedures, the course catalogue, and examination and assessment procedures — are appropriate. The specific characteristics of the programme, such as the selection of streams, student mobility opportunities, and the Master thesis, should be communicated particularly clearly.

Additional promotional formats could also be considered, including podcasts, physical events (for example during a university's European Week), and guest lectures delivered within bachelor's programmes at partner institutions.

## 10. QUALITY ASSURANCE

### Outline of Findings

The consortium has outlined a unified Quality Assurance (QA) framework that aligns with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Within this framework, the partner institutions collectively follow agreed procedures, including cyclical monitoring, formal evaluations, and regular reporting structures.

Of particular importance for assuring the quality of the programme are the various governance bodies established within the programme structure, which include representatives from partner universities as well as student representatives. The roles and responsibilities of these bodies are outlined in Annex 11b of the SER. In addition, evaluation procedures are described, including a general project evaluation conducted by an External Advisory Board. Responsibility for overseeing quality assurance lies with the Quality Assurance Subcommittee (QA SC). The procedures for decision-making appear appropriate and well structured.

Alongside the joint Quality Assurance framework, each partner institution also maintains its own internal QA procedures. Consequently, the programme must additionally comply with the internal Quality Assurance systems of each participating university.

### Considerations

The joint documentation describes the quality assurance procedures of the joint master's programme in considerable detail. As most partners have established collaborative relationships within the Joint Master's Programme in Marine Biotechnology, the consortium should build upon the experience already gained in relation to quality assurance processes and practices.

### Conclusion

The cooperating institutions have established joint internal quality assurance processes in accordance with Part One of the ESG and in compliance with the standards of the European Approach.

## PANEL FINDINGS

The panel finds the *Joint Master in Leadership for Sustainable Urban and Coastal Development* to be in compliance with the standards of the European Approach.

# Annexes

## Site Visit Agenda

Monday, 11 May 2026:

TIME	SESSION	OVERVIEW OF SESSION	ATTENDEES
09:00-10:00  (60 Mins)	Private Panel Meeting	Discussion regarding documentation and preparation for the sessions	Panel only
10:00 - 10:30  (30 min)	Session #1: Welcome & Introduction to SETU and the EU-CONEXUS Partnership	SETU Strategic Mission and EU-CONEXUS Alliance	<p>In person:</p> <ul style="list-style-type: none"> <li>- Professor Veronica Campbell, President, SETU</li> <li>- Dr Helen Murphy – Head of Faculty of Education and Lifelong Learning and EU-CONEXUS Executive Lead, SETU</li> <li>- Dr Mike Kinsella – EU-CONEXUS Academic Lead, SETU</li> <li>- Dr Claire Doran – EU-CONEXUS Education Co-Lead, SETU</li> <li>- Siobhan Rudden – EU-CONEXUS Institutional Coordinator, SETU</li> <li>- Professor Slaven Zjalic –EU-CONEXUS Office for Development of Study Offers (ODSO), UNIZD</li> <li>- Paul Danca, Assistant Professor/Senior Researcher, UTCB</li> <li>- Professor Vera Graovac Matassi, UNIZD</li> <li>- Sabine Bruser, EU-CONEXUS Project Officer, UROS</li> <li>- Dr Aurimas Zuperka, Management and Economics Department, KU</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>- Fernando Galan –EU-CONEXUS Executive Director</li> <li>- Professor Anita Pavic-Pintaric –EU-CONEXUS Academic Council Chair, UNIZD</li> </ul>
10:30 – 11:30  (60 Mins)	Session #2: EU-CONEXUS Alliance Overview	Development of Joint Master Programme	<p>Hybrid:</p> <ul style="list-style-type: none"> <li>- Dr Helen Murphy – Head of Faculty of Education and Lifelong Learning and EU-CONEXUS Executive Lead, SETU</li> <li>- Dr Mike Kinsella – EU-CONEXUS, Academic Lead, SETU</li> <li>- Dr Claire Doran – EU-CONEXUS Education Co-Lead, SETU</li> <li>- Professor Vera Graovac Matassi – Joint Master Programme Stream 4 lead, UNIZD</li> </ul>

			<ul style="list-style-type: none"> <li>- Professor Slaven Zjalic –EU-CONEXUS Office for Development of Study Offers (ODSO), UNIZD</li> <li>- Sabine Bruser – EU-CONEXUS Project Manager, UROS</li> <li>- Paul Danca, Assistant Professor/Senior Researcher, UTGB</li> <li>- Dr Aurimas Zuperka – Management and Economics Department, KU</li> <li>- Dr Amanda Sancho Garcia – EU-CONEXUS Academic Council Vice-Chair and Joint Master Programme Stream 4 lead, UCV (online)</li> <li>- Dr Mickael Coustaty – Joint Master Programme Module lead, LRUUniv (online)</li> <li>- Prof. Rima Mickeviciene – EU-CONEXUS Institutional Coordinator, KU (online)</li> <li>- Assoc. prof. dr. Laura Šaltytė-Vaisiauskė, KU Vice-Rector (online).</li> <li>- Prof. Mirna Sindičić Sabljo, UNIZD (online)</li> <li>- Dr Ilinca Nastase – UTGB stream 2 lead (online)</li> </ul>
<b>11:30-12.30</b> <b>(60 mins)</b>	<b>Break</b> <b>Campus Tour</b>	<b>15-minute break followed by</b> <b>tour of SETU campus.</b>	<b>All participants</b>
<b>12.30 – 13:15</b> <b>(45 Mins)</b>	<b>Session #3:</b> <b>Programme</b> <b>Development</b> <b>Process</b>	<b>Quality Assurance &amp;</b> <b>Governance &amp; Management</b> <b>Structures</b>	<b>Hybrid:</b> <ul style="list-style-type: none"> <li>- Dr Helen Murphy – Head of Faculty of Education and Lifelong Learning and EU-CONEXUS Executive Lead, SETU</li> <li>- Dr Mike Kinsella – EU-CONEXUS Academic Lead, SETU</li> <li>- Dr Claire Doran – EU-CONEXUS Education Co-Lead, SETU</li> <li>- Dr Yvonne Kavanagh – Director Engineering, Research and Innovation and EU-CONEXUS Management Group, SETU</li> <li>- Dr David Ryan – Vice-President Sustainability and EU-CONEXUS Management Group, SETU</li> <li>- Professor Slaven Zjalic –EU-CONEXUS Office for Development of Study Offers (ODSO), UNIZD</li> <li>- Sabine Bruser – EU-CONEXUS Project Manager, UROS</li> <li>- Paul Danca – Assistant Professor/Senior Researcher, UTGB</li> <li>- Dr Aurimas Zuperka – Management and Economics Department, KU</li> <li>- Dr Amanda Sancho Garcia – EU-CONEXUS Academic Council Vice-Chair, UCV (online)</li> <li>- Nolwenn Quéré – Director of Innovative Pedagogies, LRUUniv (online)</li> <li>- Dr. Thomas Fritze - Head of Higher Education and Quality Development, UROS (online)</li> </ul>
<b>13:15-14:15</b>	<b>Lunch Break &amp;</b>		

<b>(60 mins)</b>	<b>Private Panel Meeting</b>		
<b>14:15 – 15.45</b>  <b>(90 Mins)</b>	<b>Session #4:</b> <b>Teaching Staff</b>	<b>Teaching and Learning</b>	<p><b>Hybrid Session:</b></p> <ul style="list-style-type: none"> <li>- Dr Helen Murphy – Head of Faculty of Education and Lifelong Learning and EU-CONEXUS Executive Lead, SETU</li> <li>- Dr Mike Kinsella – EU-CONEXUS Academic Lead, SETU</li> <li>- Dr Claire Doran – EU-CONEXUS Education Co-Lead, SETU</li> </ul> <p><b>Year 1 Module Leads</b></p> <ul style="list-style-type: none"> <li>- Dr Mike Kinsella – Module 1 lead, SETU</li> <li>- Professor Felicity Kelliher – Module 2 lead, SETU (online)</li> <li>- Dr Shikha Ojha – Module 3 lead, SETU</li> <li>- Dr Daiva Verkuleviciute-Kriukiene – Module 4 lead, KU (online)</li> <li>- Dr Mickaël Coustaty – Module 5 lead, LRUUniv (online)</li> <li>- Dr Susan Flynn – Module 6 lead, SETU (online)</li> </ul> <p><b>Year 2 Stream Leads</b></p> <ul style="list-style-type: none"> <li>- Dr Emmanouil Malandrakis – Stream 1 lead, AUA (online)</li> <li>- Dr Ilinca Nastase – Stream 2 lead, UTCB (online)</li> <li>- Prof Vera Graovac Matassi UNIZD – Stream 3 lead, UNIZD</li> <li>- Dr Amanda Sancho Garcia – Stream 4 lead (online)</li> <li>-</li> </ul> <p><b>Module Contributors and others</b></p> <ul style="list-style-type: none"> <li>- Professor Slaven Zjalic –EU-CONEXUS Office for Development of Study Offers (ODSO), UNIZD</li> <li>- Paul Danca, Assistant Professor/Senior Researcher, UTCB</li> <li>- Dr Aurimas Zuperka – Management and Economics Department, KU</li> <li>- Dr Sabine Bruser, EU-CONEXUS manager at UROS</li> <li>- Keith Byrne, Learning Technologist, SETU</li> <li>- Nolwenn Quéré – Director of Innovative Pedagogies, LRUUniv (online)</li> <li>- Prof. Mirna Sindičić Sabljo – Module 1 contributor, UNIZD (online)</li> <li>- Nbla Kennedy – Module 1 contributor, SETU</li> <li>- Dr Cormac O’ Raifeartaigh – Module 1 contributor, SETU</li> <li>- Maria Gil – Module 2 contributor, UCV (online)</li> <li>- Mladen Rajko – Module 2 contributor, UNIZD (online)</li> </ul>

			<ul style="list-style-type: none"> <li>- Inmaculada Llibrer Escrig – Module 3 contributor, UCV (online)</li> <li>- Assoc. Prof. Jurgita Pauzuoliene – Module 4 contributor, KU (online)</li> <li>- Professor Erika Zuperkiene – Module 4 contributor, KU (online)</li> <li>- Antoine Doucet – Module 5 contributor, LRUniv (online)</li> <li>- Cyrille Suire – Module 5 contributor, LRUniv (online)</li> <li>- Nicolas Sidere – Module 5 contributor, LRUniv (online)</li> <li>- Ulrike Schroder – Moodule contributor in stream 3, UROS (online)</li> <li>- Khan Mohammad Jakir Hossain – Module contributor in stream 2, KU (online)</li> <li>- Prof Nina Loncar Baricevic – Module lead in Stream 3, UNIZD (online)</li> <li>- Pablo Vidal – Module contributor in stream 4, UCV (online)</li> </ul>
<b>15:45-16.15</b> <b>(30 Mins)</b>	<b>Private Panel Meeting</b>		<b>Panel only</b>

**Tuesday, 12 May 2026:**

TIME	SESSION	OVERVIEW OF SESSION	ATTENDEES
<b>09:00-09:15</b> <b>(15 Mins)</b>	<b>Private Panel Meeting</b>		<b>Panel only</b>
<b>09:15-10:15</b> <b>(60 mins)</b>	<b>Session #5: Administrative Support (International Office and Admin Staff)</b>	<b>Administration, International &amp; Student Support</b>	<b>Hybrid:</b> <ul style="list-style-type: none"> <li>- Dr Helen Murphy – Head of Faculty of Education and Lifelong Learning and EU-CONEXUS Executive Lead, SETU</li> <li>- Dr Mike Kinsella – EU-CONEXUS Academic Lead, SETU</li> <li>- Dr Claire Doran – EU-CONEXUS Education Lead, SETU</li> <li>- Siobhan Rudden – EU-CONEXUS Institutional Coordinator, SETU</li> <li>- Dr Rebecca Power – EU-CONEXUS Career Network, SETU</li> <li>- Bridget Cheasty - EU-CONEXUS Communications and Administrative Officer, SETU</li> <li>- Michael Mullan – Head of Student Recruitment and Admissions, SETU</li> <li>- Sabine Bruser – EU-CONEXUS Project Officer, UROS</li> <li>- Nolwenn Quéré – Director of Innovative Pedagogies, LRUniv (online)</li> <li>- Etienne Bellin – EU-CONEXUS Director of Operations (online)</li> <li>- Samanta Simonavice – Head of International Relations, KU (online)</li> </ul>

