

International evaluation

## EUROPEAN APPROACH FOR QUALITY ASSURANCE OF JOINT PROGRAMMES EVALUATION REPORT

**Master Degree in the Sustainable Management  
of Organisations: Sustainability Transition for  
Organisations and Resilience Management  
(STORM)**

**APRIL 2025**

Rapport publié le 05/05/2025

High Council for evaluation of research and higher education



The Erasmus Mundus Joint Master GOALS - GOVERNANCE & ADMINISTRATION OF LEISURE AND SPORTS INTERNATIONAL consortium has mandated the Hcéres to perform the evaluation of its Joint Master programme. The evaluation is based on the "[European Approach for Quality Assurance of Joint Programmes](#)", adopted in May 2015 by European Higher Education Area Ministers. These standards are available on the Hcéres website ([hceres.fr](http://hceres.fr)).

In the name of the expert committee<sup>1</sup> :

Dominique KREZIAK, President of the committee

In the name of Hcéres<sup>1</sup> :

Stéphane LE BOULER, Acting President

<sup>1</sup>In accordance with articles R. 114-15 and R. 114-10 of the Research Code, evaluation reports are signed by the chairman of the expert committee and countersigned by the President of Hcéres.

## CONTENTS

I. Study Programme Identity Sheet.....	2
II. Visit description .....	3
Composition of the experts panel.....	3
visit description.....	3
Visit agenda .....	3
III. Evaluation report .....	7
1. Eligibility.....	7
2. Learning Outcomes .....	9
3. Study Programme [ESG 1.2] .....	11
4. Admission and Recognition [ESG 1.4].....	13
5. Learning, Teaching and Assessment [ESG 1.3] .....	15
6. Student Support [ESG 1.6] .....	17
7. Resources [ESG 1.5 & 1.6].....	18
8. Transparency and Documentation [ESG 1.8] .....	19
9. Quality Assurance [ESG 1.1 & part 1].....	20
IV. Conclusion .....	21
Strentghs.....	22
Weaknesses .....	22
Recommendations .....	22
V. Comments of the institutions .....	23

## I. STUDY PROGRAMME IDENTITY SHEET

- Study programme name: The Joint Master STORM – Sustainability Transition for Organisations and Resilience Management International Consortium
- Training/specialty: Management
- Site(s) where the programme is taught (Town and campus): The University of Brest (France), the University of Malta, the University of Cadiz (Spain), the University of Gdansk (Poland), the University of Split (Croatia), and Nord University (Norway).
- Partner institutions: The University of Brest (France), the University of Malta, the University of Cadiz (Spain), the University of Gdansk (Poland), the University of Split (Croatia), and Nord University (Norway).
- Academic degree(s) awarded: Master (DU grade Master).
- Date of introduction: September 2025
- Regular study period: 4 semesters.
- Number of ECTS: 120.
- Tuition fees/year:
  - o For students residing in European Union countries: €3,750
  - o For students residing in non-European countries: €7,500

### METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

- No previous accreditation. *Ex-ante* European Approach for Quality Assurance of Joint Programmes evaluation.

### HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

- Human resources (table if possible):
- Number of administrative staff: 15
- Number of academic staff: 10

**STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 2/3 YEARS (including number of graduates) :** 25-30 students for the first cohort, starting on September 2025.

## II. VISIT DESCRIPTION

### COMPOSITION OF THE EXPERTS PANEL

- Dominique KREZIAK, President of the committee
- María Aurora GARCIA GALLEGO, Academic expert
- Catherine HARTOG, Socio-professional expert
- Mario HERRERO CERVERA, Student expert

Hcéres was represented by Benjamin DAGOT, Head of European Affairs, Europe and International Department.

### VISIT DESCRIPTION

The European Approach for Quality Assurance of Joint programme evaluation of the Master Degree in the Sustainable Management of Organisations: Sustainability Transition for Organisations and Resilience Management (STORM) was carried out online on Monday 21 October 2024. The online visit consisted in different interview sessions between Hcéres experts panel and all types of stakeholders involved in the STORM joint programmes: programme coordinators, academics, staff involved in quality assurance policy, external stakeholders. All cooperating institutions were represented during the different interview sessions.

### VISIT AGENDA

#### MONDAY 21 OCTOBER 2024

Timetable	Session		Participants
9 am – 9:30 am	1	<b>Kick-off Session</b> <ul style="list-style-type: none"> <li>▪ Introduction by Hcéres representative</li> <li>▪ Introduction of the expert committee to the STORM joint master's programme representatives</li> <li>▪ Summary of the online evaluation visit</li> <li>▪ Roundtable from the STORM Joint Master representatives</li> </ul>	STORM <ol style="list-style-type: none"> <li>1. UBO - Marie-Noëlle CHALAYE (Programme Director), Adélie POMADE (SEA-EU VP)</li> <li>2. Nord University - Siri JAKOBSEN, Monica BROBAK</li> <li>3. UG - Anna SMYKOWSKA</li> <li>4. UM - Godfrey BALDACCHINO, Mario Thomas VASSALLO</li> <li>5. UNIST - Ana KUNDID NOVOKMETK, Sladana PAVLINOVIC MRSIC</li> <li>6. UCA - Lola PEREA BARBERA, Candela CONTERO URGAL</li> </ol> Hcéres committee of experts + Hcéres representative

9:30 am – 10:30 am	2	<b>Presentation of the STORM Joint Master's Programme</b> by STORM representatives (10/15 min.) & Discussion	<p>STORM Programme Coordinators</p> <ol style="list-style-type: none"> <li>1. UBO - Marie-Noëlle CHALAYE, Adélie POMADE</li> <li>2. Nord University – Vivi M.L.STORSLETEN, Truls DIDRIKSE</li> <li>3. UG - Joanna PROCHNIAK</li> <li>4. UM - Mario Thomas VASSALLO, Marguerite CAMILLERI</li> <li>5. UNIST - Ana KUNDID NOVOKMETK</li> <li>6. UCA - Candela CONTERO URGAL</li> </ol> <p>Hcéres committee of experts + Hcéres representative</p>
10:30 am – 11:30 am	3	<b>Panel of academics (without programme coordinators)</b>	<p>Representative panel of lecturers, academics and research staff involved in the programme: permanent, contract and part-time lecturers from the different Higher Education institutions and different disciplines, excluding programme coordinators.</p> <ol style="list-style-type: none"> <li>1. UBO - Bertrand URIEN, Sophie LE BRIS</li> <li>2. Nord - Amsale TEMESGEN, June BERGE DOORNICH</li> <li>3. UG – Joanna PROCHNIAK</li> <li>4. UM - Marie Louise MANGION</li> <li>5. UNIST - Sladana PAVLINOVIC MRSIC, Ivana KURSAN MILAKOVIC</li> <li>6. UCA - Francisco Javier ANDRADES PEÑA, Nieves GOMEZ AGUILAR</li> </ol> <p>Hcéres committee of experts + Hcéres representative</p>
Coffee Break (15 min.)			
11:45 am – 12:45 pm	4	<b>Quality Assurance</b>	<p>Staff involved in QA and course management, excluding programme coordinators.</p> <ol style="list-style-type: none"> <li>1. UBO - Marine LE GALL ELY</li> <li>2. Nord - Thorbjorn AAKRE</li> <li>3. UG - Anna SMYKOWSKA</li> <li>4. UM - Anne MARIE THAKE</li> <li>5. UNIST - Lena MALESEVIC PEROVIC, Niksa ALFIREVIC</li> <li>6. UCA - Pedro Jesús MORENO RODRIGUEZ, Manolo MORENO URBANO</li> </ol> <p>Hcéres committee of experts + Hcéres representative</p>
12:45 pm - 2 pm	<b>Lunch Break</b>		

2 pm – 3 pm	5	<b>Socio-economic Partners</b>	<p>Representative panel of socio-economic partners (public sector, private sector, national, international) and alumni (recent graduates, employers of current students) excluding programme coordinators.</p> <ol style="list-style-type: none"> <li>1. UBO Partner: Emmanuel POISSON-QUINTON (Incubator Development Manager, Fonds Explore)</li> <li>2. Nord Partner: Ann Cecile URSIN HILLING (Innovation Manager, Norwegian Centres of Expertise NCE Aquaculture)</li> <li>3. UNIST Partner: Maja JURISIC (Programme Manager for sustainable development, NGO "Island Movement")</li> <li>4. UM Partner: David XUEREB (Chairman, Malta Council for Economic and Social Development)</li> <li>5. UG Partner: Tomasz GRYBEK (Coldstore Gdańsk, Quality Manager)</li> <li>6. UCA Partner: José María CERVILLA BELLIDO (Cadiz Professional School of Economists)</li> </ol> <p>Hcéres committee of experts + Hcéres representative</p>
3 pm – 4 pm	6	<b>Quality Assurance 2: Student Support Policy</b>	<p>STORM</p> <ol style="list-style-type: none"> <li>1. Nord - Truls DIDRIKSEN</li> <li>2. UCA - Jesús BARRENA MARTINEZ, Manolo MORENO URBANO</li> <li>3. UG – Marek KOSCELNIAK</li> <li>4. UBO - Delphine DALL</li> <li>5. UM – Mario Thomas VASSALLO</li> </ol> <p>Hcéres committee of experts + Hcéres representative</p>
4 pm – 5 pm	7	<b>Debriefing among the expert committee members and preparation for the closing session.</b>	

5 pm – 6 pm	8	<p><b>Closing session – Addressing final questions</b></p> <p>STORM Master's programme coordinators and their teams (same persons as for the first session).</p> <ol style="list-style-type: none"> <li>1. UBO - Marie-Noelle CHALAYE, Adélie POMADE</li> <li>2. Nord - Monica BROBAK</li> <li>3. UG - Anna SMYKOWSKA</li> <li>4. UM - Godfrey BALDACCHINO, Mario Thomas VASSALLO</li> <li>5. UNIST - Ana KUNDID NOVOKMET, Sladana PAVLINOVIC MRSIC</li> <li>6. UCA - Lola PEREA BARBERA, Candela CONTERO URGAL</li> </ol> <p>Hcéres committee of experts + Hcéres representative</p>
-------------	---	---

36 participants were met during the interviews.



### III. EVALUATION REPORT

#### 1. ELIGIBILITY

##### 1.1 STATUS

###### Compliant

###### Compliant with conditions

###### Non-compliant

The STORM Master (Sustainability Transition for Organisations and Resilience Management) is coordinated by a consortium of six universities from the European Higher Education Area (EHEA), all of which are members of the SEA-EU European University Alliance: the University of Brest (UBO), the University of Malta, the University of Cadiz (Spain), the University of Gdansk (Poland), the University of Split (Croatia), and Nord University (Norway). The universities involved in the programme are evaluated according to the European Approach for Quality Assurance of Joint Programmes, and their involvement is formally recognised by their respective Higher Education Institutions (HEIs). The STORM joint programme corresponds to Level 7 of both the European Qualifications Framework (EQF) and the International Standard Classification of Education (ISCED).

The University of Brest (UBO) acts as the Coordination Officer of the programme and is accredited by the French agency HCÉRES (High Council for Evaluation of Research and Higher Education). This university is the principal issuer of the master's degree (Self-Evaluation Report - SER, p. 9). The University of Malta, the University of Cadiz, the University of Gdansk, the University of Split and Nord University act as Partner Officers within the programme. The Universities of Malta and Gdańsk are self-accredited, while the University of Cadiz, the University of Split, and Nord University are recognised by ACCUA (*Agencia para la Calidad Científica y Universitaria de Andalucía*), AZVO (Agency for Science and Higher Education) and NOKUT (Norwegian Agency for Quality Assurance in Education), respectively (SER, p. 11).

The rationale behind the consortium's development of this master's degree was clearly explained during the online visit and is briefly mentioned in the SER (p. 8). However, it would be advisable to elaborate on this rationale in future reports, as well as in dissemination materials such as programme's website and study presentations. Providing a more detailed explanation would enhance the title's value and significance. In line with ESG 1.8, while the general objectives of the programme are outlined in the SER and were further explained during the panel visit, it would be beneficial to include a more comprehensive and detailed of both the general and specific aims and objectives, beyond the Programme Intended Learning Outcomes (PILOs). The PILOs, developed in accordance with the European Foundation for Management Development (EFMD) guidelines, are structured into three main categories (SER, p. 13-14). These PILOs are embedded within the programme's courses, each worth 2.5 or 5 ECTS, which further specify the Intended Learning Outcomes (ILOs) (SER, p. 15-19). The programme's structure is well defined, consisting of three semesters plus one additional semester, forming a common pathway followed by an exclusive pathway, which includes either an internship or a research track (30 ECTS) (SER, p. 21-23).

Following the HCERES Report, the consortium has provided relevant elements regarding the elaboration and the rationale of the programme, and has agreed to include these elements in both official and dissemination documents.

##### 1.2 JOINT DESIGN AND DELIVERY

###### Compliant

###### Compliant with conditions

###### Non-compliant

The six universities forming the SEA-EU Alliance established the Master's Programme Design Committee (MPDC), which led to the creation of the programme. According to the SER, all members of the MPDC, and consequently of the participating universities, actively participated in the design of the programme, an essential and commendable feature of a joint programme. However, the SER does not provide the list of the academics from the Alliance who constitute the governance

structure, nor does it explain the rationale behind the selection of MPDC members in relation to the overall vision for the master's programme. Additionally, the specific roles and contributions of each members are not detailed. It would be advisable to clarify this information in future reports, alongside the rationale for the master's development. Doing so would enhance the understanding of the programme's structure and governance while demonstrating its alignment with current societal needs.

The roles of the universities participating in the joint programme are clearly defined, as outlined above. To ensure the programme's effective management, various committees and boards have been established, each including at least one representative from each university within the consortium. A detailed list of these committees is provided in the Self-Evaluation Report (SER p. 28-32). As the Coordination Officer, the Programme Director and the Coordinating Office Administrator are both based at UBO. Additionally, it is important to highlight that student representation is integrated not only into the Academic Committee (AC) and the Board of Studies (BOS), but also into the Quality Assurance Committee (QAC). This inclusion is essential for fostering bidirectional feedback and ensuring the programme's continuous improvement.

The programme's procedures are managed by different committees. Admission and selection processes, outlined in the Self-Evaluation Report (SER, p. 24-25), are overseen by both the Coordination Office, which is responsible for coordinating the application process itself, and the BOS, which conducts a thorough review of applicants. Additionally, the Programme Management Board (PMB) plays a role in the student selection process. Mobility is a fundamental aspect of this joint programme. It is carefully structured, ensuring that students study in three different countries over the course of their semesters (SER, p. 38). The PMB is responsible for managing these mobility periods, as well as coordinating the mobility of the teaching staff. The mobility component of the joint programme provides students with exposure to diverse cultures, regulations, and professional practices, in addition to fostering valuable professional connections. This experience enhances their ability to adapt their skills to different contexts, which is undoubtedly a significant strength of a joint programme one of this nature.

Following the HCERES Report, the consortium provided detailed elements on the governance structures.

### 1.3 COOPERATION AGREEMENT

#### Compliant

#### Compliant with conditions

#### Non-compliant

Following the European Standards and Guidelines (ESG) for quality assurance in the European Higher Education Area, a cooperation agreement has been established among the HEIs forming the SEA-EU Alliance and the joint programme. However, the title of the awarded degree, which may vary depending on the issuing university or signing university, should also be explicitly stated in reports.

As previously outlined for admission, selection, and mobility, among other aspects, the programme's responsibilities are distributed across working groups and, consequently, among the universities. All these responsibilities are coordinated by the Coordination Office and Programme Direction (UBO). These bodies are also responsible for submitting reports to funding bodies, managing external funding contracts and agreements, and allocating funds to partners, who will then autonomously manage their share. Notably, any surplus from institutional costs will be redirected to support mobility grants for both students and staff, which is a commendable initiative. Procedures related to examinations, assessment, and ECTS recognition fall under the jurisdiction of the Joint Board of Examiners (JBE) (SER, p. 27, 37-38), while the Dissertation Committee (DC) oversees the degree awarding process. The PMB is responsible for recognising study units and credits (SER, Mandatory Annex 8). Nevertheless, the information concerning these procedures is not easily accessible and clearly structured. It is therefore recommended that a clearer and more comprehensive version of the roles and responsibilities of each governing body be drafted. This would ensure that all stakeholders, including prospective students, are well-informed before enrolling.

In conclusion of part 1.: Information regarding the structure and the procedures organisation, and also the role of the universities and the different committees and bodies, are correctly listed. However, the way this information is presented makes it difficult to fully grasp. While the PILOs (Programme's Intended learning outcomes and ILOs (Intended learning outcomes), courses structure, and programme framework are well-defined and engaging, there is a lack of explicit listing of the rationale, general objectives, and specific objectives of the programme. To ensure transparency and accessibility, this information should be clearly presented both in reports and online, so that all interested parties are properly informed.

### Strengths

- Information regarding committees and boards
- Information regarding PILOs, ILOs, and courses

### Weaknesses

- Description of the rationale and objectives of the studies
- Writing of the information

### Recommendations

- Restructuring of the information related to the roles of each HEI and committees/boards
- Integration of the information of PILOs and ILOs with the rationale and objectives of the programme (cf recommendations in the 1.1 section).

**Following the HCERES Report, the consortium has followed the recommendations and provided new relevant elements to the expert panel.**

## 2. LEARNING OUTCOMES

### 2.1 LEVEL [ESG 1.2]

#### Compliant

#### Compliant with conditions

#### Non-compliant

The ILOs (Intended learning outcomes) are closely aligned with the EQF level 7, as comprehensively outlined in the SER. This report provides an in-depth explanation of the PILOs (Programme intended Learning Outcomes) and their connection to the course-specific ILOs, demonstrating how these outcomes are integrated into the curriculum across all semesters. The formulation of the PILOs and subsequent ILOs was guided by the EFMD standards and the European Qualifications Framework for EQF Level 7, with additional insights drawn from the Croatian Qualifications Framework Act, which served as a crucial foundation for this process.

The PILOs are based on five core pillars that form the structural foundation of the programme. The first pillar, "Embracing Nature", focuses on a holistic understanding of the natural world. The second pillar, Management, covers all stages of management. The third pillar, "The frame" (Context), addresses the relevant external factors impacting sustainability. The fourth pillar, "The Picture" (Intra-organisational dynamics and resilience), emphasises organisational ecosystems and internal dynamics. The final pillar, Sustainable Management Futures, concerns the analysis of mainstream management concepts and future scenarios. From these pillars, three primary categories of ILOs were developed: Knowledge, Know-How, and Responsibility and Autonomy. Each of these categories is further divided into specific subcategories, ensuring a detailed and comprehensive representation of the learning objectives. The programme's courses are designed and mapped to address these ILOs, ensuring that they collectively support the achievement of the programme's educational objectives.

### 2.2 DISCIPLINARY FIELD

#### Compliant

#### Compliant with conditions

#### Non-compliant

The SER specifies and explains ILOs in detail, providing a structured overview of knowledge, skills, and competencies aligned with ISCED field of study 7. The ILOs are organised into three fundamental aspects: Knowledge, Know-How, and Responsibility and Autonomy, efficiently covering the corresponding and necessary elements of this disciplinary field.

The disciplinary field of the programme is management, viewed through the lens of sustainability. In terms of Knowledge, students will understand how sustainability transforms management by emphasizing environmental, social, and governance perspectives. They will explore scientific reports, management functions, and interdisciplinary methods to address risks and adapt to evolving business challenges. Regarding Know-How, students will develop the ability to analyse complex scenarios, create sustainability strategies, and address ethical and environmental challenges. They will also cultivate skills in data analytics, adaptive management, marketing, finance, and risk management. Additionally, they should be able to foster collaboration, communicate effectively, critically assess media, and advocate for sustainable development in all its dimensions. Finally, in terms of Responsibility and Autonomy, students will be prepared to lead responsibly, advocate for sustainability, and uphold ethical and social responsibility in decision-making. Furthermore, they will address eco-anxiety, promote well-being, and foster lifelong learning while mentoring others. With a systemic outlook, they will assess sustainability efforts, avoid greenwashing, and ensure sustainable outcomes for organisations and their communities.

### 2.3 ACHIEVEMENT [ESG 1.2]

#### Compliant

#### Compliant with conditions

#### Non-compliant

This item cannot yet be evaluated, as there is no graduated student cohort and, consequently, no available indicators of achievement. However, a Quality Assurance Committee (QAC) is already in place, drawing from the expertise and practices of the Quality and Ethics Committee of the Alliance (SER, p. 39). The QAC involves representatives from all HEIs, including student representatives, to systematically collect and analyse information regarding the programme's development. Feedback from all stakeholder groups will be gathered through various questionnaires to ensure that Key Performance Indicators (KPIs) are thoroughly analysed and that improvement actions are implemented, in accordance with ESG standards 1.1 and 1.9.

During the panel visit, it was confirmed that regular student interviews will be conducted to optimise upcoming courses. The analytics to be considered include success rates, employability rates, and enrolment ratios. Additionally, broader aspects, such as the general and holistic well-being of students, will also be monitored. The QAC will compile all gathered data and propose changes before the Annual General Meeting (AGM). At the AGM, various committees will discuss and refine the proposed adjustments, with the QAC working closely alongside the Board of Studies (BOS) to ensure the joint programme maintains a high standard of education.

It is noteworthy that all participating universities are EQAR members and fully aligned with the ESG standards, except for UM, which is partially aligned. This alignment underscores the robust quality assurance framework supporting the programme and highlights the potential for achieving an exemplary level of quality assurance within the joint programme.

### 2.4 REGULATED PROFESSIONS

#### x Non- applicable

The programme does not qualify for any of the regulated professions; there is no need to address the requirements of the EU Directive 2005/36/EC.

**In conclusion of part 2.: The joint programme offers high-quality teaching and content, as demonstrated by the PILOs and ILOs, which clearly indicate that the title aligns with EFQ level 7 and comprehensively covers all relevant aspects of the corresponding disciplinary field (7). Once the first student cohort has graduated, achievement will be systematically assessed by the QAC. This committee has already established multiple approaches to gather feedback from various stakeholder groups and to implement improvement actions.**

### Strengths

- PILOs and ILOs align with the EQF level 7
- QAC procedures are efficient and prepared

### Weaknesses

- Procedures of QA are not clearly explained, but mentioned and nested with other procedures and committees

### Recommendations

- QA procedures should be efficiently stated and structured to allow a standardised compilation of information and proper improvement of the programme
- Follow-up of the achievement is advisable when a student cohort is completed

**Following the HCERES Report, the consortium has provided relevant elements in official response to the recommendations.**

## 3. STUDY PROGRAMME [ESG 1.2]

### 3.1 CURRICULUM

#### Compliant

#### Compliant with conditions

#### Non-compliant

The study programme is ambitious, primarily centred on management skills applied to sustainability. It also integrates a focus on governance and a global systemic understanding of climate change and its impacts on management. The programme's ambition is to establish an innovative master's degree that incorporates the perspective of transition and the Anthropocene into organisational management. A key aspect of this master's programme is its specialisation in marine issues and related industries.

Over the two-yea duration, the master's programme is structured around five main themes, represented by its Intended learning outcomes (ILOs):

- Embracing nature: Develop a holistic understanding of the natural world, with a particular focus on oceans, and analyse the interplay between human activities and ecosystems.
- Management, within planetary limits: Identify and assess the motives, causes, and consequences of management processes and functions in an uncertain and evolving world.
- External context of sustainability: Examine external factors impacting sustainability, including political economy, regulatory frameworks, and societal influences at organisational and managerial levels.
- Internal dynamics, governance, and resilience in the face of climate change: Evaluate the organisational ecosystem, analyse internal relationships, and apply good governance principles to enhance organisational resilience.
- Sustainable management future: Critically assess mainstream management concepts, explore future scenarios, and collaboratively develop new sustainable approaches for organisations.

Through these five themes, the aim is to develop a reflective posture in future graduates, as well as a solid corpus of skills, both in terms of knowledge, skills, know-how, and communicative and social skills. The curriculum spans three semesters, during which students will study in two different partner countries. In the fourth semester, students can choose an internship or the Research Path, with involves writing a research dissertation. Each course is structured with a clear set of learning objectives, directly aligned with the general learning outcomes of the programme.

Extensive coordination among partner universities has played a significant role in shaping the pedagogical objectives. Dedicated working group, consisting of academics from various consortium institutions, have carefully developed the content, principles, and assessment methods of each course. The syllabi demonstrate that the teaching content effectively supports the overall training

objectives. Each course integrates core competencies with their practical application in sustainability.

For example, the management courses within the programme provides fundamental skills essential for companies and organisations, incorporating a specific focus on their application in contexts of vulnerability related to climate change. The curriculum also integrates forward-looking reflections on the future of management practices. The online visit confirmed a strong alignment between the academics we met and the programme coordinators regarding both the principles of the programme and its implementation. Overall, the curriculum structure and content appears well-designed to enable students to achieve the programme's intended learning outcomes.

The visit also brought together a diverse panel of socio-professionals from various countries involved in the programme, including potential employers from different industries or institutions. These stakeholders expressed strong interest in the programme's graduates, demonstrating a clear understanding of its content and objectives. They emphasised the importance of integrating resilience and environmental transition into their industries. From a business perspective, the programme's interdisciplinary approach—which combines economics, political science, and management—was particularly appreciated. Stakeholders highlighted the need for professionals who can navigate the complexities of environmental transitions and regulatory changes, particularly within the European framework. They also emphasised the importance of structured and strategic management in addressing the challenges of sustainability. In terms of employability, future graduates will have opportunities in companies, NGOs, local authorities, and industrial clusters. Several stakeholders have already committed to offering internships and supporting students in their job search by connecting them with local socio-economic networks. The international and collaborative nature of the programme, was recognised as a key strength, reflecting the realities of global sustainability challenges and the way modern industries operate.

### 3.2 CREDITS

**Compliant**

Compliant with conditions

Non-compliant

The European Credit Transfer System (ECTS) is applied properly and the distribution of credits is clear.

### 3.3 WORKLOAD

**Compliant**

Compliant with conditions

Non-compliant

The workload outlined in the self-assessment document is consistent with Master's level expectations. However, as the programme progresses, it will be important to assess whether these projections are realistic and integrate feedback into the quality assurance system. Key questions remain regarding workload monitoring: How will it be systematically tracked? Will the diverse academic backgrounds of students be considered when evaluating workload distribution? These specific topics were not explicitly addressed during the online visit, but consortium members acknowledged the need for ongoing monitoring, particularly in relation to student well-being. They plan to rely on both informal and formal students' evaluations and leverage student support mechanisms within each partner university.

**In conclusion of part 3.: The master's programme represents an ambitious, interdisciplinary initiative that applies management skills to sustainability, governance, and climate change challenges. It seeks to integrate transition and the Anthropocene perspective into organisational management, with a particular emphasis on marine issues and related industries. The curriculum is structured around five key themes: understanding nature, sustainable management, external sustainability factors, governance and resilience, and envisioning sustainable management futures. Over three semesters, students take courses developed through international academic collaboration, with the fourth semester dedicated to either an internship or a research dissertation. The programme has received strong support from industry stakeholders, who recognise its interdisciplinary value and its relevance**



to environmental transition and resilience. The European Credit Transfer System (ECTS) is properly applied, ensuring academic consistency. However, while the workload is aligned with Master's level standards, continuous monitoring is recommended to safeguard student well-being.

### Strengths

- Content of the programme.
- Coordination between the academic partners to elaborate the programme.
- Support of diversified and relevant socio-economics partners.

### Weaknesses

- The relevance of the programme to the targeted economic sector should be underlined and documented in the SER report.

### Recommendations

- Students' well-being dispositions need to be discussed among the consortium partners, based on a best practice exchange.
- Workload evaluation needs a follow-up with the first cohort of students.

Following the HCERES report, the consortium has agreed to include the relevant information on their website, and provided adequate elements on the topics of the recommendations.

## 4. ADMISSION AND RECOGNITION [ESG 1.4]

### 4.1. ADMISSION

#### Compliant

#### Compliant with conditions

#### Non-compliant

The Self-Evaluation Report states that applications will be processed online via the 'eCandidat' platform. However, the report mentions that "this platform is currently being adapted to the needs of the consortium" (non-specified).

Although the Self-Evaluation Report does not include the number of places reserved for each country in the consortium, this aspect was clarified during the panel visit: a maximum of 30 students per country will be admitted; the overall selection process aims to achieve gender balance across the consortium.

Following the evaluation process, a final list of admitted students is established, and successful candidates are invited to enrol. However, it is not clear what happens if an applicant comes from a country not included in the grade conversion table.

### 4.2. RECOGNITION

#### Compliant

#### Compliant with conditions

#### Non-compliant

The Coordination Office plays a central role in instructing the application process according to an agreed procedure among the consortium partners.

Moreover, there is a grade conversion table (also referred to as the table of criteria and scores) that has been approved by all partners. This table includes four criteria, with some sub-items under each criterion, and the points assigned to each grade. However, the maximums for each sub-item are not entirely clear and require further clarification to ensure consistent application.

One particular issue with the table is the letter of recommendation, which is considered as part of one of the criteria. However, the value assigned to letters of recommendation is 0%, which raises concerns about the actual relevance and weight of this element in the admissions process. Furthermore, the revision procedure for applications managed by the Coordination Office, is not adequately explained in the report. Without more detailed information on how the applications are

reviewed, the panel is unable to offer a comprehensive and informed evaluation on this aspect of the process.

In the same line, no details are given in the report regarding the “joint procedure” or the criteria used for inviting candidates to the interview stage. The application process mentions that experience is part of the CV in the subsequent evaluation stages. This raises concerns about how experience is weighted in comparison to other elements in the selection process and whether it is integrated meaningfully into the overall assessment. The coordinators of the masters admitted that, apart from the gender balance issue, there are no specific requirements for selecting a particular sample population for this programme.

#### **In conclusion of part 4.:**

**The evaluation of the admission and recognition processes reveals several strengths but also areas requiring further clarification. While the number of places per country and gender balance were clarified during the visit, the procedure for applicants from countries not included in the grade conversion table remains unclear. Regarding recognition, the presence of a grade conversion table and agreed criteria is positive. However, gaps in interpretation and inconsistencies raise concerns. Furthermore, the absence of detailed information on the revision procedure, the joint selection process, and the interview criteria limits the ability of the panel to fully assess the transparency and consistency of the admission process. Lastly, aside from gender balance, there are no specific requirements to ensure diversity in the admitted student population. Overall, while the admission and recognition processes are built on a structured framework, there is a clear need for improvements in transparency, procedural clarity, and documented guidelines to ensure fairness and consistency in candidate evaluation.**

#### **Strengths**

- There is a grade conversion table approved by the partners.
- The Coordination Office studies the application, according to an agreed procedure.
- The BOS selects the students and invites them for an online interview, according to a “joint procedure”
- Gender issues are considered.

#### **Weaknesses**

- The report lacks of relevant information concerning the “joint” revision procedure of the applications, the specific criteria used, the use of the recommendation letters, the type of sample population targeted, the enrolment stage, etc.

#### **Recommendations**

- Produce a list of the necessary documents specified in the application procedure.
- Clarify what are the needs of the consortium that appears in the Self-Evaluation Report and which affect the eCandidat. Assign a central manager/administrator of this platform. Specify if each partner manages its own eCandidat for its candidates.
- Improve the description of the role of board and the administrative office in case a candidate is not in the grade conversion table.
- Specify the maximum number of places offered per country.
- Provide details with respect to the “agreed procedure” used by the Coordination Office when revising the applications.
- Work more in detail on the students’ interview process: selection of applicants, timing, questions, homogeneity across members, weights per criteria in the total evaluation, what is the real value of the interview.
- Work on detailed requirements for the sample of admitted candidates
- Work on the final use made of the recommendation letters during the admission process.
- Include any details concerning the enrolment of admitted candidates to the programme.



Following the recommendations of the HCERES Report, the consortium has provided detailed and relevant elements and greatly improved the aspects underlined in the recommendations.

## 5. LEARNING, TEACHING AND ASSESSMENT [ESG 1.3]

### 5.1 LEARNING AND TEACHING

#### Compliant

#### Compliant with conditions

#### Non-compliant

The Self-Evaluation Report did not always clearly articulate the connection between the ILOs (intended learning outcomes) and the individual courses, raising concerns about the potential redundancy between courses. However, the online visit and the additional documents provided clarification on this point.

It was noted that the programme is not strictly a master's degree in management, but instead welcomes a different range of student profiles. This diversity is reflected in the programme's approach, which includes foundational teaching. The initial phase of each course will focus on broad basic knowledge within the relevant scientific fields. This introductory material will cover core vocabulary and concepts from disciplines like political science, management, and environmental science, providing students with the necessary foundational understanding. The subsequent courses will then build on this knowledge, applying it specifically to sustainability and environmental transition. The programme is structured to leverage the diversity of backgrounds of its students, with courses that reflect the complementary nature of the academic fields covered. From political science to management, and environmental science, the programme integrates diverse perspectives to provide a comprehensive understanding of sustainability and transition in the context of the marine environment.

The issue of diversity in student backgrounds was addressed during the online visit. To ensure that all students are in an equal footing, the programme will conduct a diagnostic assessment at the start, which will evaluate students' general mastery of key concepts. The first part of each course will thus focus on ensuring that all students are familiar with basic concepts. The following parts will focus on specific learning outcomes, with the formative and summative assessments designed to measure students' progress and mastery of course-specific content. This assessment strategy is intended to allow for adaptive teaching, ensuring that the programme can be responsive to the diverse needs of its student cohort.

As part of its quality assurance strategy, the programme will conduct performance evaluations through both formal and informal mechanisms, such as qualitative surveys and questionnaires targeting both students and stakeholders. Since the programme is still in its early stages, it is not yet possible to assess the results of these evaluation tools. The teaching programme was developed jointly by the partner universities, with academics from different institutions working together to coordinate the content and delivery of courses within the same scientific discipline. This joint development provides an opportunity for faculty to build relationships and share expertise, which will likely support ongoing collaboration for evaluation and adjustment of teaching methods and course delivery.

During the online visit, the academic experts emphasised that the courses are designed with a progressive structure, where knowledge is built incrementally across courses. Some courses have prerequisites, meaning that students must complete certain courses before attending others.

The majority of the courses will be delivered face-to-face, with classroom presence seen as an integral part of the teaching process, facilitating students interactions, exchanges, and discussions. However, the option for some courses to be taken online is also available.

The Self Evaluation Report mentions micro-credentials, though it does not fully explain what they entail. The online visit clarified that these are standalone courses designed for non-degree participants, who may wish to engage in a specific course without completing the full programme. The significant potential of this system is to accommodate diversity and strengthen exchanges between students and non-degree participants. This system is particularly valuable because it allows outsiders

to engage with specific aspects of the programme without committing to the full master's course. Yet, is this feature in place? If so, this feature could promote peer-to-peer-learning among participants.

Moreover, the topic of students with special needs was not addressed in detail. Support for these students with special needs may be included in the broader student services offered by each university, which already has or is in the process of developing such services. This is part of the quality assurance process. However, this aspect has yet to be formalised, and the evaluation committee was unable to assess whether this information is already available.

## 5.2 ASSESSMENT OF STUDENTS

### Compliant

### Compliant with conditions

### Non-compliant

A great deal of coordination work has been carried out by the partner universities to reach agreement on the learning outcomes and objectives at the end of the Master's programme. The main principles of assessment have been outlined and are developed in the documents sent to the experts panel. While the diversity of students' needs based on their previous academic or career paths is acknowledged, it is not explicitly detailed in the provided document.

The programme distinguishes between three types of assessments: diagnostic, formative and summative assessment. This system seems well suited to the diversity of participants and their progress through the course. As the programme has not yet begun, it remains difficult to assess, from the study documents provided to us, how these assessments will actually be implemented. This question may be raised during quality assurance assessments and during formal and informal feedback from students.

The experts panel was not able to find information on the possibility of resits and reassessments of a failed class.

**In conclusion of part 5.: The Self-Evaluation Report initially lacked clarity on the link between intended learning outcomes (ILOs) and courses, which raised concerns about redundancy. However, the online visit and additional documents provided clarification. The curriculum integrates political science, management, and environmental sciences, particularly marine sustainability, and welcomes diverse student backgrounds. Students' assessments have been designed to consider their varied previous experiences. A diagnostic assessment in the first two weeks will evaluate their baseline knowledge, ensuring an equal starting point for all. Formative and summative assessments will track progress throughout the course. Quality assurance will include formal and informal evaluations through surveys and feedback. The programme is structured to be progressive. While most courses are in-person, some can be taken online. Micro-credentials allow non-students to participate in individual courses without earning a diploma, encouraging peer learning and broader engagement.**

**Support for students with special needs was not explicitly detailed but may be covered by the partner universities' student services. While the assessment methods appear well-structured, their implementation remains untested as the programme is new. The evaluation panel noted the lack of information regarding retaking failed modules or partially acquired diplomas, an issue that should be clarified in future quality assurance reviews.**

### Strengths

- Content of the study programme.
- Coordination between partner universities in developing the study programme.
- Relevance of the study programme concerning contemporary issues on sustainability and management.
- Originality of the content compared to similar programmes.
- Interdisciplinarity.

## Weaknesses

- Information was not easy to retrieve from the documents provided for the evaluation.
- The self-evaluation document itself was rather poor and lacked some main information on the purpose of the master's programme, content, or even relevance. The document itself does not reflect the quality of the pedagogical as well as institutional coordination effort undertaken by the partner universities, and the overall relevance of the programme. The evaluation committee had to search through multiple scattered documents provided afterward.

## Recommendations

- Clarify some of the available information to reflect the overall high quality of the programme and the pedagogical coordination among partner universities.
- In particular, some information is missing on the possibility of partial completion of the programme.

**Following the HCERES Report, the consortium has provided relevant clarifications.**

## 6. STUDENT SUPPORT [ESG 1.6]

### Compliant

### Compliant with conditions

### Non-compliant

The STORM master's programme has a dedicated procedure to ensure the fulfillment of the ILOs, offering personal and one-to-one assistance throughout the master's. The student support evaluation complies with the ESG 1.6, focusing on ensuring that the student community has access to the necessary resources and services, both physical and human, to achieve learning outcomes efficiently.

It has been confirmed that students are provided with handbooks ("Student Handbook") to support their progress. These handbooks include essential information on administrative matters, with details specific to the SEA-EU campus they are attending (e.g., national procedures, insurance, accommodation, student life). The well-being of students is monitored holistically by the coordinator in each country of the consortium. Campuses offer both coordination and administrative offices, as well as pedagogical contacts, to address a wide range of students needs. Students benefit from extracurricular resources that promote well-being, including sports facilities, libraries, digital services, and cultural activities (SER, p. 32-33). Psychological support is available, offering specialised one-to-one sessions, with services like counselling support at UM and a dedicated coordinator at UBO.

QA assessment, including that by the QAC, considers the student community's involvement in evaluating the programme through questionnaires. Students not only contribute to the QAC but also participate in other committees such as the AC and the BOS. Given the importance of student diversity in fostering student-centred learning, it has been confirmed that a Diversity and Inclusion policy is in place, alongside a peer-to-peer system ("Buddy system") to support this goal.

However, as the student cohort has not yet been formed, these procedures have not been implemented and their effectiveness cannot yet be assessed. Additionally, it was unclear during the panel visit and in the SER whether student support policies are consistent across the six HEIs participating in the master's programme. This should be the case, as it is a joint programme, and all students should have equal access to the same rights, resources, and conditions. It is recommended to further develop student support policies, ensuring their uniform implementation across the Alliance. These protocols should be clearly published and widely available, so that both prospective and current students are fully informed about the resources available to them, such as the wellbeing monitoring and psychological support services, as highlighted by the QAC.

In conclusion of part 6.: The STORM joint programme provides a comprehensive array of student support resources and policies, in line with ESG 1.6. Throughout their studies, students are supported with various tools to meet programme requirements, such as the Student Handbook for administrative matters, campus facilities, pedagogical guidance, psychological support, and a peer-to-peer system (Buddy system) at certain stages. Students are involved in committees, contributing to the programme's improvement through participation in meetings, along with providing feedback and completing questionnaires after each course. However, these measures could not be fully assessed, as there is no student cohort yet. Therefore, it remains unclear whether all campuses offer the same level of student services, both physically and on their respective websites.

### Strengths

- Existence of a Student handbook to refer to in terms of administrative issues.
- Full variety of resources available for students, as well as a peer-to-peer system.

### Weaknesses

- Lack of evidence on whether students' resources are equally distributed across consortium's HEIs or not.
- Impossibility of contrasting the established procedures of student support to students.
- Material conditions of access to the programme (costs of lodging and more generally cost of living in various countries). This accentuates inequalities.

### Recommendations

- Make clearer and available information that all campuses can provide the same services for students.
- Publish evidence that these procedures are being used efficiently and are positively valued by students.
- Explicit the possibilities of scholarships for students.

**Following the suggestions of the HCERES expert panel, the report was significantly improved on the topic of student support.**

## 7. RESOURCES [ESG 1.5 & 1.6]

### 7.1 STAFF

#### Compliant

#### Compliant with conditions

#### Non-compliant

Regarding the human resources dedicated to the STORM joint Master's programme, there are two distinct speeds of development in terms of integration between the partner institutions. The academic staff has achieved a suitable level of integration, while the administrative environment could have been better structured to contribute more effectively to the continuous improvement of the programme.

At this stage, the academic staff appears to be composed of highly dedicated and qualified individuals who are fully engaged with the programme and its objectives. However, in the case of the administrative staff, it is still unclear whether the team will be large enough to avoid being overwhelmed. This situation expected, as the project was originally initiated by academics, with administrative involvement coming later, potentially more as a necessity than a choice.

While the academics have communicated well with each other and with the wider group since the inception of the project, this level of collaboration is less apparent within the administrative staff.

The experts' panel recommends fostering greater collaboration among administrative staff by bringing them together to focus on specific issues and encouraging their creativity. One potential approach would be to identify and list best administrative practices at one or more of the partner universities and propose a dedicated workshop where volunteering administrative staff can share and develop these best practices. These solutions would then be presented for validation and

implementation by the entire joint programme team, including both academics and administrative staff. The support offered to students in Netherlands could be seen as a good practice to replicate in other countries, with administrative staff taking the initiative for its expansion and adaptation. The conditions for selecting members of the academic committee, the board of studies, the quality assurance committee, the joint board of examiners, and the dissertation committee should be clarified to ensure transparency and consistency in decision-making processes.

## 7.2 FACILITIES

### Compliant

### Compliant with conditions

### Non-compliant

With regards to learning facilities, they are sufficient and adequate in view of the intended learning outcomes set by the STORM joint programme.

**In conclusion of part 7.: The pedagogical collaboration between partnering universities seems to be ahead of the administrative collaboration.**

### Strengths

- Due to the rich resources and facilities offered by the various universities involved, the STORM programme presents an extraordinary bundle of research and learning services: libraries, digital resources, etc;
- This is certainly, with the high quality and variety of academics, one of the main strengths of the programme.

### Weaknesses

- Integration of the administrative support base in the implementation and continuous improvement of the programme.

### Recommendations

- Foster and support administrative collaboration, for instance by sharing best practices among administrative staff.

**Following the comments of the HCERES expert panel, this part was significantly improved by convincing initiatives to address the issue.**

## 8. TRANSPARENCY AND DOCUMENTATION [ESG 1.8]

### Compliant

### Compliant with conditions

### Non-compliant

Many aspects of this section are difficult to evaluate, as the first edition of the Master's programme will begin in 2025, and therefore the panel lacks sufficient criteria to assess the appropriateness of various elements at this stage.

Regarding the admission criteria, although section 4 of the report is dedicated to this topic, the committee found additional detailed information in the document, including the specific admission criteria and the aspects the commission prioritises, such as exceptional academic records and commitment to environmental and social causes. It would be helpful to include a footnote in section 4 indicating that further specific information can be found in section 8. Furthermore, an admission calendar has been established, which must be agreed upon by all partners in the Master's programme.

As for the language of the programme, it is clearly stated that English will be the common language for all activities, and that a B2-level certificate will be required. Beyond this, an online interview will be conducted for all applicants to allow the admissions committee to assess the candidates' English proficiency.

In terms of participation fees, there is a differentiation depending on whether the candidate's country of origin is a "non-partner country" or one of the following: "EU, North Macedonia, Serbia,

Iceland, Lichtenstein, Norway, Turkey". To better support non-European candidates and provide them with the same opportunities as local students to refresh their competencies, it would be beneficial to consider offering earlier admission to these candidates. Delayed admissions for non-European applicants, due to diploma recognition and visa processes, may prevent timely arrival in the country of destination.

Lastly, concerning the application documents, the report correctly lists the required documents (all to be submitted online and certified, with a maximum of 2MB). It is also very convenient that the CV format is standardised across all partner institutions.

**In conclusion of part 8.: The documentation is transparent and necessary information can be found by the candidates.**

**Following the HCERES report, the information was provided**

### **Strenghts**

- The Self-Evaluation Report includes details on the admission criteria and aspects that the commission prioritizes.
- It is relevant to notice that there is an admission's calendar agreed by all partners.
- Language requirements are appropriate and verified accurately.
- Related to the required documents, the exact list of documents is provided. Bureaucracy is minimised for the application, with a size restriction of 2MB max. Moreover, the format of the CV required is conveniently the same for everyone.

### **Weaknesses (all minor)**

- In section 4 of the Self-Evaluation Report, it is said that the English certification is compulsory while in section 8, it is said that it is required "a valid English Language Test". This last sentence can be interpreted as if the language test can be part of the interview, for example.
- The admission's calendar is tentative (minor, given that it is the first edition).

### **Recommendations**

- Given that September 2025 is approaching, the timelines should have been included in the report.
- The information included in the different sections of the Self-Evaluation Report should be presented in consistent formatting.
- More details should be given concerning the mentioned "supplementary language support". As it is presented now it is vague and indeterminate.
- The report should include a clarification with respect to whether the interview could be a way of degrading the level of English previously certified in the application.
- It is recommended to revise the writing of the paragraph dedicated to the Non-EU citizen, since it is confusing in its actual form.

Following the HCERES report, the information was provided.

## **9. QUALITY ASSURANCE [ESG 1.1 & PART 1]**

A sentence in the Self-Evaluation Report states that "the programme level QA should be systematic, external and internal, periodic and annual and should also include perspectives from different stakeholders". In our opinion, this introduces too much uncertainty at this stage. It is essential that the systematicity, externality, internality, and periodicity be clearly defined and programmatic from the moment the programme is launched.



## Compliant

## Compliant with conditions

## Non-compliant

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG. To achieve this, instead of referring to "suggested outlines" of "qualitative measures" for the first year, the experts panel recommends specifying concrete measures that meet the ESG standards.

Regarding the "external evaluation" mentioned, the experts panel requests more details about the type of external experts and the process of their selection.

Concerning general well-being and student monitoring, the experts panel expresses concern over the lack of clarity regarding the definition of « students well-being » within the cooperating higher education institutions. The panel encourages further elaboration on how diagnosis of students discomfort will be structured, and how academics and administrative staff will acquire the necessary skills to identify and address students' lack of well-being of special needs.

**In conclusion of part 9.: the quality insurance section of the Self-Evaluation Report, as well as the programme itself, is not as developed as the pedagogical aspects, even though the partnering universities seem aware of the situation and already working towards addressing this gap.**

### Strengths

- A real commitment to building the foundations of the quality assurance policy and training continuous improvement.

### Weaknesses

- Too much inaccuracies at this stage on quality assurance.

### Recommendations

- Set up a workshop on quality assurance at the very start of the joint programme to reach a high standard level.

Following the suggestions of the HCERES Expert Panel, the consortium has provided detailed and relevant information on QA procedures, once again improving the overall quality of the document and of the entire programme.

## IV. CONCLUSION

The overall assessment of the STORM programme is positive, based on both the examination of the provided documentation and on the online visit.

What stands out is the overall quality of the study programme and its relevance for contemporary societal issues. The master's programme is an ambitious, interdisciplinary initiative focused on management skills applied to sustainability, governance, and climate change. It integrates the concept of transition and the Anthropocene into organisational management, with a particular emphasis on marine issues and related industries. The curriculum is structured around five key themes: understanding nature, sustainable management, external sustainability factors, governance and resilience, and envisioning sustainable management futures. These five themes are explicitly related to intended learning outcomes (ILOs) and to the Programme's intended learning outcomes (PILOs). The programme is designed to equip future graduates with the ability to navigate complex organisational contexts sustainably. Over three semesters, students engage in courses developed through international academic collaboration within the alliance, with the option of an internship or research dissertation in the fourth semester. The European Credit Transfer System (ECTS) is properly applied and while the workload aligns with master's standards, continuous monitoring is recommended to ensure student well-being.

The committee noted the significant academic coordination between the partnering universities in creating the programme and developing relevant pedagogical content, assessments principles, and progress throughout the three semesters. The programme's design take into account the diversity of students' backgrounds, and assessment methods are tailored accordingly.

Another positive aspect is the strong support the programme has received from industry stakeholders, who value its interdisciplinary approach and relevance to environmental transition and resilience. However, some administrative elements in the programme are not as advanced in terms of collaboration between the partnering the universities, although they are globally compliant with the requirements. Since the programme is set to begin in September 2025, certain aspects, particularly those related to quality insurance and student well-being, will need to be evaluated after the first cohort of students enters and graduates.

The information on eligibility, admission, and the study programme is presented transparently, with some minor recommendations for improvement. However, the provided documents were difficult to navigate, requiring the committee to search for relevant informations across scattered documents. For example, the purpose, aim, and objectives of the programme are not included in the Self-Evaluation Report but can be found in the appendices, where they are stated clearly.

The online visit was well-organised and provided the committee with insight into the commitment of the involved academics and the degree of cooperation between the partnering universities. It served as a valuable complement to the SER, addressing all questions raised. While some minor aspects, such as the concrete operationalisation of quality assurance, remain unclear, a panel of socio-economic stakeholders confirmed their interest in the programme and highlighted its relevance to their industrial and social needs.

The resulting evaluation is overall positive.

## **STRENGTHS**

- Study programme: strong relevance of the programme for contemporary issues.
- Academic coordination between the partnering coordination.
- Support from the socio-economic stakeholders.

## **WEAKNESSES**

- Some administrative aspects still to be clarified or too vague (e.g., joint revision procedure of applications, student support, quality assurance).
- Absence of some important elements in the Self-Evaluation Report, relevant information scattered.

## **RECOMMENDATIONS**

- Bring administrative aspects to the same level of coordination as the pedagogical aspects.
- Share best practices among partner universities on subjects like student well-being, support, quality assurance, joint assessment of applications.
- Plan a follow-up with the first cohort of students on workload, feedback, mobility, assessments.
- More specific recommendations are detailed for each section of the evaluation.
- Restructure the information related to the roles of each HEI and committees/boards.
- Join the information of PILOs and ILOs with the rationale and objectives of the programme.

The HCERES Expert Panel wishes to thank and congratulate the consortium on the detailed, relevant answers provided to the recommendations in the HCERES Report, reflecting the overall quality of the STORM programme.



## V. COMMENTS OF THE INSTITUTION

Mr Stéphane Le Boulter,  
Acting President,  
High Council for Evaluation of Research  
and Higher Education (HCERES),  
2 rue Albert Einstein,  
75013 Paris, France.

17th March 2025

Dear Sir,

**RESPONSE TO COMMENTS IN THE PROVISIONAL EVALUATION REPORT FOR THE JOINT MASTER'S DEGREE PROGRAMME IN THE SUSTAINABLE MANAGEMENT OF ORGANISATIONS: SUSTAINABILITY TRANSITION FOR ORGANISATIONS AND RESILIENCE MANAGEMENT (STORM)**

We wish to extend our sincere gratitude to HCERES and the expert panel for their detailed evaluation of the STORM joint master's programme. We greatly value the feedback provided and are committed to addressing each comment to ensure the ongoing enhancement of the programme. Below, we offer a section-by-section response to the remarks, integrating as much detail as possible from the joint feedback document to reflect the collective work of the consortium.

## 1. Eligibility

**Comment:** The rationale for the programme's development needs to be elaborated.

**Response:** The STORM programme was developed through a comprehensive needs analysis conducted across consortium universities, involving stakeholder meetings, industry consultations, and a collaborative "idea-building hackathon." This bottom-up approach brought together research experts, industry professionals, and policymakers to align the programme with labour market demands and identify essential competencies for future managers. The analysis highlighted the need for resilient, sustainability-focused leaders capable of navigating complex organisational transitions and addressing environmental and societal challenges. As a result, the curriculum balances systemic thinking, sustainable innovation, and ethical leadership, integrating environmental, social, and economic sustainability with innovative management practices and an international outlook, inspired by the marine and natural environments, which are at the core of the SEA-EU ethos as a consortium of European maritime city universities.

Future reports will more explicitly present this rationale, both in official documents and dissemination materials.

1.2 - Joint design and delivery. Some information seems to have remained unclear to the panel concerning the governance structures. The MPDC (a body that existed during the TURQUOOOISE EMDM project

phase), has now been replaced by the STORM Board of Studies. A full explanation of the governance structure (annex 1) and an updated governance structure (annex 2) have been created and are included in the annexes of this letter. We apologise for any confusion caused.

## 2. Learning Outcomes

**Comment:** The QA procedure needs a stronger focus on learning outcomes.

**Response:** The Quality Assurance Committee (QAC) will conduct end-of-semester surveys to specifically assess the achievement of Programme Intended Learning Outcomes (PILOs) and Intended Learning Outcomes (ILOs). The QAC will meet at least twice per year to review survey results and other feedback, with findings presented to the Board of Studies (BOS) and Programme Management Board (PMB) for discussion at the Annual General Meeting. Programme adjustments will be made as necessary to ensure continuous improvement and alignment with learning objectives.

To strengthen external quality assurance, we will adopt the IAE FRANCE Network quality charter — linked to the coordinating institution — during the first year, providing an additional layer of accountability. Furthermore, two external QA audits are planned within the EMJM budget to ensure regular, independent evaluation of the programme's effectiveness.

We have also integrated the SEA-EU Advisory Board (SAB) into the governance structure. Comprising members of the SEA-EU alliance's executive committee and governing board, the SAB will receive biannual progress reports on STORM and provide recommendations to enhance the programme where needed.

To foster ongoing QA development, a staff week dedicated to Quality Assurance in Joint Programmes is scheduled for May 13–15, 2025, in Bodø, Norway, with QAC members encouraged to attend. We will also compare STORM's QA practices with other joint programmes within the SEA-EU alliance through the Joint Programmes Working Group and the related work package in the SEA-EU 2.0 project.

Through these measures, STORM aims to build a robust, responsive QA system that prioritises learning outcomes, integrates external oversight, and continuously evolves through collaborative best practices.

## 3. Study Programme

**Comment:** The programme must prove it is relevant to the economic sector:

**Response:** We agree that this was not clear enough in the Self-Evaluation Report. Even though we may have had a clear idea of the Master's degree, we had not taken the time to formalise its relevance enough. We have attempted to do so now. See below:



“The STORM Master’s Degree is a strategic educational initiative that addresses urgent labour market needs and aligns with European and global sustainability priorities. Designed in collaboration with industry stakeholders, regulators, and academic experts, the programme equips graduates with the skills to lead sustainability transitions within organisations. By integrating management, economics, governance, and natural sciences, STORM fosters resilient leaders capable of navigating complex environmental and societal challenges while driving long-term organisational resilience.

The curriculum incorporates hands-on learning, such as carbon footprint analysis and case studies, ensuring students can implement tangible solutions. The programme's unique focus on Ocean Literacy, planetary boundaries, and sustainability frameworks reflects the growing need for professionals who understand the interconnectedness of natural systems and economic activities. This aligns with industry trends, such as the rising importance of green and blue skills, as highlighted in LinkedIn's Global Green Skills Report and initiatives like the UN's Ocean Decade.

STORM also embraces a bottom-up approach, with industry consultations and multi-stakeholder hackathons shaping the curriculum to meet evolving labour market demands. This ensures graduates not only possess essential technical knowledge but are also prepared to lead in volatile, uncertain, complex, and ambiguous (VUCA) environments. By fostering a mindset of resilience, adaptability, and innovation, STORM cultivates leaders ready to steer organisations towards sustainable growth and strengthen Europe’s leadership in sustainability and innovation on a global scale.”

We will endeavour to make this clearer on the programme website.

**Comment:** Student Wellbeing needs to be more of a focus.

**Response:** We agree that student wellbeing must be a priority, and differences between campuses may need further discussion. This could be explored through a SEA-EU staff week to share best practices and align support strategies.

We have planned a team-building workshop for local administrative coordinators and relevant team members to strengthen the student welfare network. An induction week is also under discussion, potentially including language support and cultural acclimatisation activities.

STORM is committed to inclusivity and support for all students, including those with disabilities. Each partner university has established services, with some receiving national and EU funding to enhance accessibility. Mental health support is also a priority, with each university offering services detailed in the Student Handbook (Annex 15) and EMJM insurance providing access to a 24-hour psychological helpline.

Preventative measures, like buddy programmes and international student associations, promote social integration and reduce isolation. Staff training on student mental health further enhances the support

system. Through these collective efforts, STORM ensures students are equipped to navigate academic and personal challenges, fostering a safe and supportive environment across the consortium.

## 4. Admission and Recognition

We have refined the admissions process to ensure fairness, transparency, and alignment with best practices across the consortium. The “eCandidat” platform is now fully translated and updated with the SEA-EU logo, streamlining the application experience for prospective students. This platform will be centrally managed by UBO, with a dedicated administrator overseeing updates and ensuring functionality meets the consortium’s evolving needs. The coordination office will download full candidate applications, temporarily storing them in a secure shared folder accessible only to members of the Board of Studies (BOS) directly involved in recruitment.

A comprehensive list of required documents is provided in Annex 3, and the complete admissions procedure is detailed in Annex 4. This documentation explicitly outlines the necessary materials for application, including CV, transcripts, motivation letter, language certificates, and optional reference letters.

To address concerns regarding student nationalities and diversity, the programme is committed to promoting inclusivity in line with EMJM guidelines, aiming to limit any single nationality to a maximum of 10% of the cohort. During the pilot phase, diversity metrics will also consider factors such as socio-economic background, disciplinary variety, and regional representation. Each partner university will actively leverage its regional connections to enhance recruitment efforts:

- **\*\*UBO\*\***: Northern and West African countries
- **\*\*UM\*\***: Commonwealth, Mediterranean, and Middle Eastern countries
- **\*\*UCA\*\***: Latin American countries
- **\*\*UNIST\*\***: Balkan countries
- **\*\*UG\*\***: Ukraine, Central and Eastern Europe, Baltic region
- **\*\*Nord\*\***: Arctic and Nordic region

These connections will be activated through international office contacts, alumni networks, word-of-mouth referrals, and social media outreach. After recruiting the first cohort, we will analyse diversity metrics and adjust our communication strategy to better target underrepresented regions.



We welcome applicants from all academic backgrounds, as we believe diverse disciplinary perspectives will enrich the STORM programme. Whether from Art or Zoology, every student contributes unique insights that align with STORM's mission to drive change at an organisational level.

Grade conversion has been carefully reviewed, and the SEA-EU grade conversion table was presented to the panel during the site visit. For candidates from non-SEA-EU countries, the consortium will rely on internal University of Malta documents covering many international universities. For institutions outside these resources, the publicly available Radboud University grade conversion table (linked here: [https://www.ru.nl/sites/default/files/2023-05/mso-io\\_2016\\_028\\_conversion\\_grades\\_and\\_credits\\_radboud\\_2019\\_update.pdf](https://www.ru.nl/sites/default/files/2023-05/mso-io_2016_028_conversion_grades_and_credits_radboud_2019_update.pdf)) will serve as a starting point of reference. The coordination office will flag any cases they are unsure about and a random selection will also be checked by the BOS. All flagged applications, randomly selected applications, and all applications that have been selected by the coordination office as complete and satisfying the minimum requirements for access will be reviewed in detail by the BOS during the pre-interview application assessment. The BOS and Quality Assurance Committee (QAC) will revise and refine this approach after the first round of applications.

Following recommendations from HCERES, we have revised the approach to reference letters: they will be optional and unweighted during initial scoring, given the varied cultural practices across consortium countries. However, in the case of equally scored candidates, reference letters may serve as a tiebreaker. Starting in 2026, we aim to contact referees directly with a standardised form to ensure consistency and cultural sensitivity. The standardised criteria for interview have not been changed very much as this was subject to much discussion and compromise, but a slightly updated version can be found in Annex 5.

A word can be said on the value of interviews being equal to previous academic studies: this is done on purpose to ensure equity despite different grading systems and conventions, and to ensure enthusiastic and environmentally engaged candidates apply and are chosen.

The student interview process has also been clarified. The BOS interviews applicants based on their application scores, considering academic merit, motivation, and relevant experience.

Interviews will be conducted online and will last a maximum of 20 minutes. Questions that could be asked will be discussed at an imminent BOS meeting including interview panel members. This list will serve as a basic list with panel members able to extend questions as they see fit during the interview. The interview questions will assess motivation, critical thinking, and alignment with STORM's core values, with final scores integrating both application and interview results.

Overall quality of the interview (expectations, attitude, aptitude, ability to discuss knowledge relevant to the programme)	15
---	----

Motivation & argumentation including interest in sustainability issues and the desire to be “the agent” of change	15
Presentation and communication skills	5

For enrolment, admitted candidates will receive detailed guidance, including administrative timelines, tuition payment procedures, and registration steps. A full administrative calendar is outlined in Annex 6. This information will be posted on the website forthwith.

The Coordination Office will provide individualised support as far as possible to facilitate the application procedure for all students

Above all, STORM is committed to equity and inclusion. We guarantee fair treatment of every applicant, regardless of age, race, religion or belief, disability, sexual orientation, gender identity, nationality, socio-economic status, or any other characteristic. Our admissions process is continuously evolving to uphold these principles, and we will remain responsive to feedback to ensure the highest standards of accessibility and fairness.

With these measures, we are confident that the STORM admissions and recognition processes will be robust, transparent, and reflective of our commitment to academic excellence and diversity. We appreciate the panel’s insightful feedback and look forward to continuously improving our procedures in response to ongoing evaluations and stakeholder input.

## 5. Learning, Teaching, and Assessment

**Comment:** Lack of clarity in submitted documentation.

**Response:** The consortium apologises for the lack of information provided to the HCERES at the outset. Multiple factors can explain this, notably the absence due to illness of the project manager at that time. Multiple people have now been sensitised to the complete “STORM universe” of documents and this should ensure that such a problem does not happen again. Indeed the EMDM gave us a lot of information-rich documentation (over 500 pages) and it was difficult for the team to choose what was imperative for the HCERES within the given page limit.

**Comment:** Partial completion of the programme:

We read this with interest and agree this area could be tightened up even if we have a section of the handbook on resits and re-assessments:



# Resits and re-assessments

If an examination or assessment results in an insufficient grade or in such a case as you do not attend your examination session or withdraws, in some cases such as valid medical reasons or unforeseen extenuating circumstances<sup>1</sup>, you

will be allowed to resit or retake as long as you provide sufficient evidence of this. You will be informed about the modalities of resits and re-assessments at the welcome sessions of the respective host university.

<sup>1</sup> Please note that the arrangements for resits and re-assessments may also depend on the regulations of the host university and some exceptional cases may be considered by the Board of Studies (BOS).

Should a student miss an exam, it was agreed that they should be allowed a chance to pass it again if they present a valid reason (medical reason, etc.) for their absence. If the student misses a course they should be given minimal self-study materials and provided a second chance exam.

Otherwise, it was decided that each university would follow local regulations for the time being and the JBE and BOS should try to find a better response for the second round of Quality Assurance auditing.

**Response:** Student workload will be monitored through end-of-semester surveys. The QAC will analyse this data and make recommendations to the BOS to balance course demands. Additionally, staff will receive training on managing workload distribution during the annual SEA-EU staff week.

## 6. Student Support

**Comment:** Student support mechanisms, particularly for mobility and well-being, are potentially heterogeneous.

**Response:** We have enhanced student support services to ensure a holistic approach to well-being, academic guidance, and mobility coordination:

**Possible addition of an Induction Week:** The STORM team is looking into the possibility of students participating in an orientation week, including cultural integration workshops, academic preparation sessions, and introductions to support services.

**Possible idea for staff week for student support:** At SEA-EU level - assess the possibility of a staff week which includes student support including specific support needed for students with special needs as it is currently quite hard for us to see how they compare.



**Material conditions for students were taken into account when creating the cohorts:** by partnering Gdansk and Nord, Brest and Malta, Cadiz and Split for students, we tried to balance students' budgets. If allocated Erasmus grants, students will receive funding which also reflects regional differences according to the most recently revised Erasmus country grouping rates.

It was also suggested that semesters would follow local ones as much as possible to ensure that students had a "local" experience and to facilitate organisation locally.

**Comment:** Publish scholarship criteria

**Response:** For the EMJM, the criteria will be merit based. For 2025 Merit will be an important criterion, with some universities requesting their money be given to students from their local universities where possible. Final criteria will be published on the website once they are formally decided by the group of rectors responsible for giving the fee-waivers for the 2025-2027 cohort.

## 7. Resources

**Comment:** Strengthen staff development and knowledge-sharing practices.

**Response:** We have implemented measures to foster staff development and resource optimisation across the consortium:

1. **AGM:** An annual event will bring together administrators and academics to share experiences, best practices, with sessions on quality assurance, student support, and programme coordination.
2. **Resource Sharing Platform:** A shared online platform will house teaching materials, QA resources, and administrative templates to promote consistency across universities.
3. **Audit and Review Cycles:** Internal resource audits performed by the QAC and outside auditors (if funded for the EMJM) will ensure that facilities and staff capabilities align with programme demands, with findings reported to the PMB for action.

As alluded to earlier, we agree that student wellbeing must be a priority, and differences between campuses may need further attention. This could be explored through a SEA-EU staff week to share best practices and align support strategies. We have also planned a team-building workshop for local administrative coordinators and relevant team members to strengthen the student welfare network.

In terms of learning from best practices, SEA-EU was a member of the EDLab project. EDLabAB was a first try at learning best practices from the Netherlands; however more needs to be learnt. The STORM team is considering making a proposal that learning from best practice is subject of further study within the SEA-EU Alliance.

## 8. Transparency and Documentation

**Comment:** Clarity on English Language Tests

**Response:** We thank the HCERES for this eagle-eyed observation. We clarify that we need a formal English language test result included below:

### Proof of sufficient English proficiency

This should be proven by submitting documentation of a valid English Language Test when applying to the programme. Approved tests are shown in the table on the right.

Test name	Min. score
Cambridge	160
IELTS	5.5
TOEFL	8
Pearson PTE Academic	57
TOEIC	785

The interview cannot be seen as an occasion to “test” someone’s English level. As for other important information, we hope to publish much of the necessary information for candidates on the website imminently.

Supplementary English support could be provided by SEA-EU language tandems or on the request of the students. This will depend on the campuses they are on, on the availability of extra English language courses. This will be included as a subject for discussion in the staff week on Student Services.

## 9. Quality Assurance

**Comment:** The QA process should be more proactive, with clearer pathways for continuous improvement.

**Response:**

We appreciate the experts panel’s feedback on the Quality Assurance (QA) section of the Self-Evaluation Report and the valuable recommendations provided. Below, we outline the steps taken and future plans to address each concern, demonstrating our commitment to building a robust, responsive QA system that meets European Standards and Guidelines (ESG).

The University of Brest, as project coordinator, will develop a comprehensive Project Handbook (D1.1) to establish clear QA procedures as part of the EMJM deliverables. Regular virtual and physical meetings will be held to ensure ongoing alignment and coordination, including cross-committee sessions on pedagogical QA and student recruitment.

In Annex 1 you will find the list of meetings and their minimal recommended frequency.



As noted previously, twice annual meetings of the Quality Assurance Committee (QAC) and an annual review at the AGM will ensure continuous monitoring and improvement.

## Concrete QA Measures Aligned with ESG Standards

The consortium will implement structured QA measures, including:

- **Surveys and Feedback Mechanisms:** End-of-semester surveys to assess Programme Intended Learning Outcomes (PILOs) and course effectiveness.
- **KPI Tracking:** the EMJM application includes a list of KPI to follow, which we have included in annex 7.
- **External Audits:** Two external QA audits are planned within the EMJM budget, in addition to regular accreditation reviews.

## Workshop on Quality Assurance in Joint Programmes at SEA-EU Level

A dedicated QA workshop focused on quality assurance in joint programmes will be held at the SEA-EU alliance level. This event will take place from **May 13–15, 2025, in Bodø, Norway**, with members of the QAC encouraged to attend. The workshop will provide a platform for exchanging best practices, strengthening collaboration, and reinforcing ESG compliance within the consortium and across the SEA-EU alliance.

Through these measures, the STORM Master Programme is committed to evolving its QA practices, ensuring alignment with European standards, fostering stakeholder engagement, and prioritising student success and well-being. We thank the panel of experts for their insights and look forward to further strengthening the programme's quality assurance framework.

We are committed to implementing these enhancements and look forward to the continued collaboration with HCERES and our consortium partners to deliver a high-quality, impactful programme.

Please accept our highest regards.

Yours sincerely,



Mr. Pascal Olivard  
President  
Université de Bretagne Occidentale (UBO)

## Annex 1

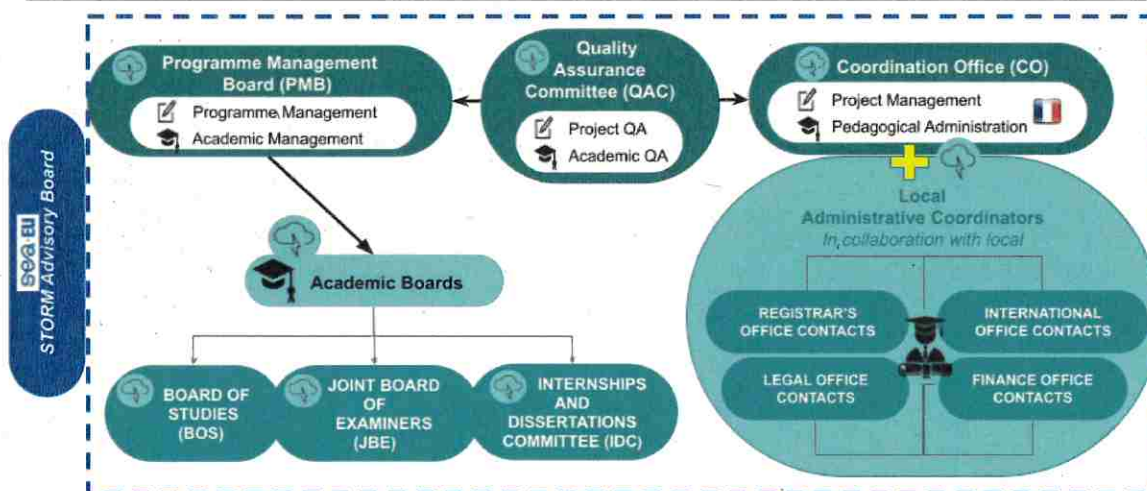
STORM Governance Structure	
<b>UBO</b>	<b>Programme Management Board (PMB)</b>
<b>Role in brief:</b>	The Programme Management Board oversees activities, ensures effectiveness, monitors performance, is in charge of continuous improvement and acts as the ultimate decision-maker, guided by the partnership agreement
<b>Frequency:</b>	Minimum 2/year + AGM
<b>UBO</b>	<b>Coordination Office (CO)</b>
<b>Role in brief:</b>	The Coordination Office manages the project, is responsible for student applications, logistics, and marks, serves as the primary contact for students and academics, and supports mobility and travel arrangements.
<b>Frequency:</b>	Monthly meeting with admin coordinators
<b>UM</b>	<b>Internships &amp; Dissertations Committee (IDC)</b>
<b>Role in brief:</b>	The Internships and Dissertations Committee assigns supervisors, ensures multi-institutional representation at defences, validates internship relevance, and collaborates on final marks with the JBE.
<b>Frequency:</b>	Minimum 2/year starting from the 2nd year of cohort 1.
<b>UNIST</b>	<b>Board of Studies (BOS)</b>
<b>Role in brief:</b>	The Board of Studies monitors student selection, ensures academic alignment, supports consistent programme implementation, and collaborates on updates to sustain programme relevance.
<b>Frequency:</b>	Recruitment period intensive meetings & interview organisation + 1/ semester. N.B.: during candidate selection processes, students and external members should not be invited.
<b>UG</b>	<b>Joint Board of Examiners (JBE)</b>
<b>Role in brief:</b>	The Joint Board of Examiners reviews marks, determines final degree classifications, and is open to teaching staff upon request.
<b>Frequency:</b>	Minimum 2/ year end of each semester
<b>NORD</b>	<b>Quality Assurance Committee (QAC)</b>



<b>Role in brief:</b>	The Quality Assurance Committee evaluates programme quality, coordinates external reviews, and develops recommendations, collaborating with the BOS on significant academic updates.
<b>Frequency:</b>	Minimum 2/year at the end of each semester
<b>UCA</b>	<b>Link to SEA-EU 2.0: STORM Advisory Board (SAB)</b>
<b>Role in brief:</b>	<ul style="list-style-type: none"> <li>• Maintains SEA-EU project and STORM programme alignment</li> <li>• Facilitates inter-project communication</li> <li>• Communicates strategic recommendations for QAC and PMB consideration</li> </ul>
<b>Frequency:</b>	Each SEA-EU governing board (every 6 months) at alliance level

## Annex 2:

**Figure 4: Governance Structure**



## Présidence

3 rue Matthieu Gallou  
F-29238 Brest Cedex 3  
Tél. +33 (0)2 98 01 00 00  
www.univ-brest.fr

Annex 3:

Required documents list

## Application documents & requirements

Only applications containing all official required documents listed as follows will be assessed:

- A **complete application area** on the online platform
- Copy of the **photo page of the ID card/valid passport**.
- Certified copy of relevant Degree (min. bachelor or equivalent) and, if available, Diploma Supplements.

**If the above documents are not in English, you should additionally provide a certified translation.**

- **An Explanation of the grading system** in place at the degree-awarding institution where you were awarded your first degree (when a candidate does not have a diploma supplement).
  - **Up-to-date curriculum vitae (CV)** in Europass format (Home | Europass) with a recent student photo on the first page.
  - **Proof of English language proficiency** - further information on the recognised English Language Tests and the relevant grades are provided on the STORM website and handbook.
  - **Motivation/ Cover Letter in English**
  - Two completed recommendation letters (in English)
  - Note: the documents requested can be attached to the online application area on e-candidat.
- All files must be in PDF format and cannot be larger than 2MB.

### PLEASE

### NOTE:

**Non-EU/EEA students:** Must have completed their first degree at the time of application (required for visa purposes). **EU/EEA students:** May apply before graduation.

#### Annex 4:

The interview process is coordinated by the BOS.

Candidates will first have their applications analysed by the Coordination Office (simple eligibility/administrative check). The BOS will then choose three representatives to look at the candidates' documents and to calculate a final score based on this. The three other representatives (from different universities) will then proceed with interviews.

Interviews will be conducted online, using the CV, letter, and experience of the candidates to guide them. The interview will be performed by a selection of BOS members.

A chairperson will be appointed for each interview from the hosting institutions for the student cohort being admitted. Each member of the interview committee will fill up their scoring table.

The final scores of each candidate will represent the average (mean) score of all committee members per each criterion.

Members of the interview committee who may have a conflict of interest should declare that interest and recuse themselves from the committee.

The evaluations of the application files and interviews will be discussed and ranked during a BOS meeting. The result will be a final list of pre-selected applicants with the following status:

- Admitted
- Conditionally admitted
- Reserve-listed
- Not accepted

#### Interview modalities:

- Online interviews based on CV, letter of motivation, and experience.
- Scoring based on agreed criteria in the table below.

Overall quality of the interview (expectations, attitude, aptitude, ability to discuss knowledge relevant to the programme)	15
Motivation & argumentation, including interest in sustainability issues and the desire to be "the agent" of change	15
Presentation and communication skills	5

- Conflict of interest must be declared when the names of candidates are known.



**Annex 5:**

Updated

selection

criteria

table:

N°	Criteria	Max. Sum
1.	<b>Academic success (based on average grade)</b>	<b>35</b>
	A & A+	35
	B	25
	C	20
	D & E	5
2.	<b>Previous experience</b>	<b>30</b>
	Professional / Work experience	Each year = max 4 points; 10
	Relevant non-work experience (e.g. student projects, participation in student associations, environmental activism, ERASMUS/ international exchanges, etc.)	Each activity = max 4 points 15
	Other qualifications + experience, deemed relevant	5
3.	<b>References and referees</b>	
	2 references with contact details of referees from industry and or academia (optional)	0
4.	<b>Selection interview</b>	<b>35</b>
	Overall quality of the interview (expectations, attitude, aptitude, ability to discuss knowledge relevant to the programme)	15
	Motivation & argumentation, including interest in sustainability issues and the desire to be "the agent" of change	15
	Presentation and communication skills	5
	<b>TOTAL POINTS /100</b>	<b>/100</b>

**Présidence**

3 rue Matthieu Gallou  
F-29238 Brest Cedex 3  
Tél. +33 (0)2 98 01 00 00  
www.univ-brest.fr



**Annex 6:**

Updated Applications timeline 2025-2026

**Finalised Academic Calendar & Enrolment Timeline**

- Enrolment platform opens - 7th March
- Deadline for submission of applications - 14 April
- Between 14 April - 17th April first admin check, 17th and 21 April, the 'Application Review' group evaluates the applications and assigns points according to the criteria grid.
- Interviews are held on 28th April (Afternoon) & 30th April.  
A summary interview report is drawn up and the points are awarded by the interviewers.
- 15th May - List of admitted students validated by the BOS
- 16th May - results communicated
- 26th May - appeal deadline
- 23rd June - deadline for accepting offer
- PMB has until 26th June to reply
- 22 Sept. First cohort opens

## Annex 7:

### EMJM KPI

Type of KPI	Key Performance Indicators
<b>Programme attractiveness KPIs</b>	<ul style="list-style-type: none"> <li>- Number of applications received per intake</li> <li>- Number of students who apply for STORM</li> <li>- Percentage of graduates securing jobs or further studies (taking into account that surveys will be filled in on a voluntary basis)</li> <li>- Proportion of applicants that are admitted</li> <li>- Diversity of students – Percentage of students from different nationalities or continents</li> </ul> <p>Linked to: <b><u>WP1, T1.5; WP2, T2.1, T2.2</u></b></p> <p>Deliverables: D1.7</p> <p>Milestone: MS6, MS9</p>
<b>Communication KPIs</b>	<ul style="list-style-type: none"> <li>- Number of posts and views on social media</li> <li>- Number of events targeted toward H6 regions</li> <li>- Number of dissemination/ promotional events Conferences, webinars, or info sessions held</li> <li>- Number of participants to dissemination/ promotional events</li> <li>- Number of applicants that fit the profile established by the master</li> </ul> <p>Linked to: <b><u>WP1, T1.2, T1.3, T1.5</u></b></p> <p>Deliverables: 1.2, 1.3, 1.4, 1.7</p> <p>Milestone: MS6</p>
<b>Continuous Improvement and Quality Assurance KPIs</b>	<ul style="list-style-type: none"> <li>- Number of surveys received vs those sent</li> <li>- Number of students who pass each course</li> <li>- Number of students choosing each pathway (Internship / Research)</li> <li>- Student satisfaction rate – Survey results on curriculum, teaching, and mobility experience</li> </ul> <p>Linked to: <b><u>WP1, T1.5; WP2, T2.1, T2.4</u></b></p> <p>Deliverables: D1.1, D1.7, D2.5</p> <p>Milestone: MS6</p>

The evaluation reports of Hceres  
are available online : [www.hceres.fr/en](http://www.hceres.fr/en)

**Evaluation of higher education and research institutions**

**Evaluation of research**

**Evaluation of academic programmes**

**Evaluation of research bodies**

**International evaluation and accreditation**



2 rue Albert Einstein  
75013 Paris, France  
T. 33 (0)1 55 55 60 10

[hceres.fr](http://hceres.fr)

[@Hceres\\_](https://twitter.com/Hceres_)

[Hcéres](https://www.youtube.com/Hceres)