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M. U. en Administración de Empresas, Inteligencia Artificial para la Transformación Empresarial (HH - US - MCI)

Memoria de Verificación

2025-2026



Escuela Internacional de Posgrado

**MÁSTER EUROPEO CONJUNTO EN
ADMINISTRACIÓN DE EMPRESAS, IA PARA LA
TRANSFORMACIÓN EMPRESARIAL**

Memoria de Verificación

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*Máster Europeo Conjunto en Administración de Empresas, AI para la Transformación Empresarial-
Escuela Internacional de Posgrado*



SELF-EVALUATION REPORT

*European Joint Master of Business Administration, AI for
Business Transformation*

**UlysseusAI
(Acronym: AIBUM)**

Name of the coordinating institution

Haaga-Helia University of Applied Sciences



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Glossary

Consortium. The six partner universities of the Ulyseus European University alliance

1. **HH:** Haaga-Helia University of Applied Sciences, Finland (coordinator of the degree)
2. **MCI:** Management Center Innsbruck, Austria
3. **TUKE:** Technical University of Košice, Slovakia
4. **UniCA:** Université Côte d'Azur, France
5. **UniGe:** University of Genoa, Italy
6. **USE:** University of Seville, Spain (coordinator of the alliance)

Abbreviations

- **AI:** Artificial Intelligence
- **AIBUM:** the acronym of UlyseusAI (e.g., in the HH administration)
- **CLO:** Course-level Learning Outcomes
- **EC:** European Commission
- **ECTS:** European Credit Transfer and Accumulation System
- **EEA:** European Education Area
- **EHEA:** European Higher Education Area
- **EQAR:** European Quality Assurance Register for Higher Education
- **ERA:** European Research Area
- **EU:** European Union
- **HE:** Higher Education
- **HEI:** Higher Education Institutions
- **IH:** Innovation Hub
- **ILOs:** Intended Learning Outcomes
- **KG:** Key Goal
- **MLOs:** Module Learning Outcomes
- **NGOs:** Non-governmental Organizations
- **PLOs:** Programme Learning Outcomes
- **QA:** Quality Assurance
- **QF-EHEA:** Qualifications Framework for the European Higher Education Area
- **SER:** *Self-Evaluation Report*
- **UlyseusAI:** the short version of the name of the degree (AI for Business Transformation)
- **UM:** University of Münster
- **UoM:** University of Montenegro

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16. Ulyseus Framework Agreement for Academic Recognition
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The attached documents listed above can be consulted at the following URL:

<https://hdvirtual.us.es/discover/index.php/s/eaNx7WJDwenmMZj>

Introduction

UlysseusAI is a two-year, 120 ECTS joint European degree Master programme coordinated by Haaga-Helia University of Applied Sciences (HH) and offered jointly with other Ulysseus European University Alliance member institutions: the Management Center Innsbruck (MCI), the Technical University of Košice (TUKE), Université Côte d'Azur (UniCA), University of Genova (UniGe), and University of Seville (USE). There are three degree-awarding institutions: HH, MCI and USE, whilst other partners contribute with joint design and delivery of studies. This interdisciplinary programme enables the students to gain in-depth knowledge and competencies in artificial intelligence applied to complex business situations.

The joint programme has been designed and will be implemented according to the Finnish legislation, with respect of national legislations of the partner institutions.

Why we need a Master's degree on AI in business transformation context

"Artificial intelligence is the key technology of the future. AI will determine how we work, how we move, how we do business sustainably [...]. Every area of our lives will be affected by technological change. The consequences for our competitiveness, our prosperity and our security should not be underestimated. But this should not scare us – rather, it should encourage us, because this change can bring huge opportunities for the benefit of society as a whole."¹

A new wave of disruptive digital innovations, such as AI, are transforming the way we live, work, and communicate with each other.² They are imposing new benefits, challenges, opportunities and risks for Europe's business and the educational world. These winds of change, driven by AI, are reshaping the business landscape and companies will stand out based on how effectively they harness this transformative power.³

The European Union is one of the global leaders in the adoption of AI, with the world leading EU AI act placing European innovation at the bow of innovation, establishing the EU as a global compass in the use of AI. A future European AI landscape is one where the use and development of AI is held accountable as part of the required digital transformation to make AI ethically founded and human centric. The business transformation needed to ensure this requires the adoption of AI in the workplace and by doing so anchor the role of AI as a method to foster innovation. The EU has set a vision for digital transformation by 2030, namely the Digital Decade⁴, with clear targets, such as 75% of EU companies should be using Cloud/AI/Big Data. To meet these targets and to fully tap into AI's potential, businesses need new approaches, skills, and knowledge. Harnessing this new technology and transferring the potential to businesses can only be achieved through ensuring that a new generation of AI-educated Europeans are positioned to maximize its transformative capabilities. Setting sail on this journey will require new navigation skills to expand the horizons of business in the EU and establish AI as a driving force for innovation.

This is where the UlysseusAI will cast off, to navigate the skills gaps that are growing within the EU related to the use of AI in business. Our voyage will be based on providing students with the knowledge and skills to become future business transformers who are knowledgeable, resilient to change and prepared for a future where AI will be ever more prominent.

The challenges of higher education in Europe

The economic recovery after the pandemic and the rapid evolution of knowledge, skills and competences related to the digital and green transitions will require that universities adopt new pedagogical tools, provide flexible learning

¹ Special Committee on Artificial Intelligence in a Digital Age (AIDA) of the European Parliament (2022). REPORT on artificial intelligence in a digital age. Retrieved on September 26, 2023 (<https://www.europarl.europa.eu/committees/en/aida/home/highlights>).

² European Commission (2022) A New European Innovation Agenda. Retrieved on September 26, 2023 (<https://eurlex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52022DC0332>).

³ Gates, B. (2023), The Age of AI has begun, The blog of Bill Gates. Retrieved on August 10, 2023 (<https://www.gatesnotes.com/The-Age-of-AI-Has-Begun-on-10.8.2023>).

⁴ Retrieved on February 19, 2024. (<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0067>).

experiences, prepare learners for the ever-changing societal and labor market environment, and enable researchers to work together to find innovative solutions to current global challenges.

In this context, in 2021 the Council of the EU approved a Strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021– 2030) called for the establishment of an “agenda for higher education transformation”⁵, with a focus on inclusion, innovation, connectivity, digital and international competitiveness, as well as fundamental academic values and high ethical principles, employment and employability.

On the other hand, Europe is very strong in science but is lagging in innovation. On July 5, 2022, the EC adopted a New European Innovation Agenda⁶ to position Europe at the forefront of the new wave of deep tech innovation and start-ups. The new agenda, aims to deliver transformative solutions in the face of global challenges. Implementation of this strategy will require closer cooperation of universities, as engines of regional innovation, with other stakeholders, bringing their missions – education, research, innovation at the service of society – closer together.

The “European Universities” initiative at the forefront of higher education for the future of Europe

The EC has put forward an ambitious European strategy for universities⁷, which aims to empower and support HEI in all their missions to enhance their cooperation and leverage their strengths, in view of their critical contribution to Europe’s response to the challenges ahead. This paramount strategy for higher education and the future of Europe seeks to take transnational cooperation to a new level of intensity and scope and to develop a genuinely European dimension in the higher education sector, built on shared values and stronger synergies between higher education, research and innovation. Deeper and more effective transnational cooperation in the higher education sector across all Europe is indeed key to enhance its attractiveness and global competitiveness, and to build a resilient and sustainable European society and economy.

“European Universities” are a flagship of the European strategy for universities that sets the ambition to support 60 European Universities involving more than 500 higher education institutions by mid-2024. The initiative, born at the 2017 Gothenburg Summit of EU leaders, led the EU Council to commit to strengthening the European dimension of higher education, research and innovation as well as synergies between them, by adopting in spring 2022 both Council Conclusions on European strategy (C 167/9)⁸ and Council Recommendation (C160/1)⁹ which are critical for European university alliances. The European strategy for universities is offering opportunities to support diverse cooperation models for European Universities through the Erasmus+ calls for proposals. They are transnational alliances that will lead the way towards the universities of the future, promoting European values and identity, and revolutionizing the quality and competitiveness of European higher education.

The Ulyseus European University

Ulyseus (<https://ulyseus.eu/>) is one of the 50 selected European University alliances (in 2024). Our alliance includes eight diverse institutions solidly involved in the development of our regions and cities: five comprehensive Universities (University of Seville, USE; Université Côte d’Azur, UniCA; University of Genoa, UniGe; University of Montenegro, UoM, and University of Münster, UM), one technical University (Technical University of Košice, TUKE) and two Universities of Applied Sciences (Management Center Innsbruck, MCI; Haaga-Helia University of Applied Sciences, HH).

This *Self-Evaluation Report* outlines the UlyseusAI programme that has been designed and will be implemented by the six original partners out of the eight institutions in the alliance. UM and UoM joined Ulyseus in 2023, whilst preparation for UlyseusAI was initiated during the first funding phase of Ulyseus. Therefore, the document only refers to six institutions in tables, figures, and text. UM and UoM may join the process at a later stage (**Table 1**).

⁵ Council Resolution on a strategic framework for European cooperation in education and training towards the Euro-pean Education Area and beyond (2021-2030) (2021). Retrieved on February 19, 2024 (<https://op.europa.eu/en/publicationdetail/-/publication/b004d247-77d4-11eb-9ac9-01aa75ed71a1>).

⁶ Retrieved on February 19, 2024. ([https://www.europarl.europa.eu/RegData/etudes/BRIE/2022/733655/EPRS_BRI\(2022\)73_3655_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2022/733655/EPRS_BRI(2022)73_3655_EN.pdf)).

⁷ Commission Communication on a European Strategy for Universities (2022). Retrieved on February 19, 2024 (<https://education.ec.europa.eu/document/commission-communication-on-a-european-strategy-for-universities>).

⁸ Council conclusions on a European strategy empowering higher education institutions for the future of Europe (2022). Retrieved on February 19, 2024 (<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX%3A52022XG0421%2802%29>).

⁹ Council recommendation on building bridges for effective European higher education cooperation (2022). Retrieved on February 19, 2024 (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H0413%2801%29>).

From the oldest to the youngest, from comprehensive to specialized business and technical Universities, from established, research-based Universities to experts in entrepreneurship and academic innovation: this diversity and common goals have been used to create a dynamic and versatile alliance, which is constructed upon the support of 114 associated partners (see below).

Table 1 Ulyseus facts and figures (academic year 2022–2021¹⁰)

	USE	UniGe	UniCA	TUKE	MCI	HH	TOTAL
Founded	1505	1481	2020 ¹¹	1952	1995	2007 ³	
Scope¹²	COMP	COMP	COMP	TECH	UAS	UAS	
City	Seville Spain	Genoa Italy	Nice France	Kosice Slovakia	Innsbruck Austria	Helsinki Finland	
Country							
Language	Spanish	Italian	French	Slovak	German	Finnish	
Students	71.577	38.540	33.000	9.573	3.550	10 728	163.530
Technical and Administrative Staff	6.857	1.330	1.549	853	54	257	10.672
Academic Staff faculty	4.185	1.224	1.853	851	317	391	8.499
Faculties & Schools	26	53	21	9	15	4	87
Research groups	551	158	224	85	13	6	1.035
Sci. & tech-based companies & partnerships	21	46	13	36	11	115	235
Patents and trademarks	208	91	183	187	11	31	636
Research centers	12	17	7	7	5		54

Ulyseus alliance's vision for 2030 is to develop an excellency-recognized and internationally attractive open to the world, persons-centred and entrepreneurial European University for the citizens of the future. The University partners share a strong involvement in regional and local development.

To achieve this goal, we have set up the Ulyseus Innovation Ecosystem (**Figure 1**), comprising of the following elements:

- The Ulyseus Community is composed by the partner universities and associated partners (local and regional governments, business, and the society). So far, Ulyseus has 114 associated partners, including the six regional governments, the six city halls, companies, business confederations, students and citizens associations, and NGOs (**Table 2**).
- The Ulyseus Campus (**Figure 2**), composed by the following joint structures:
 - The Central Management Office for general management and coordination of the European University. It has several units located at Seville (General Coordination Unit, Dissemination Unit), Nice (Digitalization Unit) and Innsbruck (International Centre, with a Mobility Office and an International Projects Office).

¹⁰ HH was created through a merger in 2007, but the institutions behind it were given the UAS status in 1991 and 1992.

¹¹ UniCA was launched in 2020 with a new governance and a new organization but is not new as such; it was founded in 1965.

¹² COMP (Comprehensive), TECH (Technical), UAS (University of Applied Sciences)

- The Ulysseus Digital Platform, serving digital solutions for online learning and teaching (the Ulysseus Moodle), collaborative work (Ulysseus MS Teams), networking, meetings, intranet (Ulysseus SharePoint) and the Match4coop application, aimed at facilitating networking and project matchmaking among researchers.
- The Ulysseus six Innovation Hubs (IH). One at each university, they are aligned with six R&D regional (RIS3-) and local challenges: Energy, Transport, Mobility and Smart Cities (USE), Aging and Wellbeing (UniCA), Tourism, Art, and Heritage (UniGe)¹³, Food, Biotechnology and Circular Economy (MCI), Digitalization (TUCE), and Artificial Intelligence (HH). These challenges are, in turn, responding to the UN Sustainable Development Goals, the European Green Deal, and the Horizon Europe clusters and missions.

IHs are the centre of gravity for the co-creation process, of research-driven education, and vice versa. Every IH is developing a common structure comprising a joint research centre (from existing facilities at each University), research facilities, a joint incubator, a living lab, and spaces for dissemination such as open classes, among others.

- The Ulysseus Students Association, under development by TUKE.

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

Figure 1 *The Ulysseus Innovation Ecosystem model of European University*

¹³ The IH theme of UniGe will be Robotics in the second phase of Ulysseus.

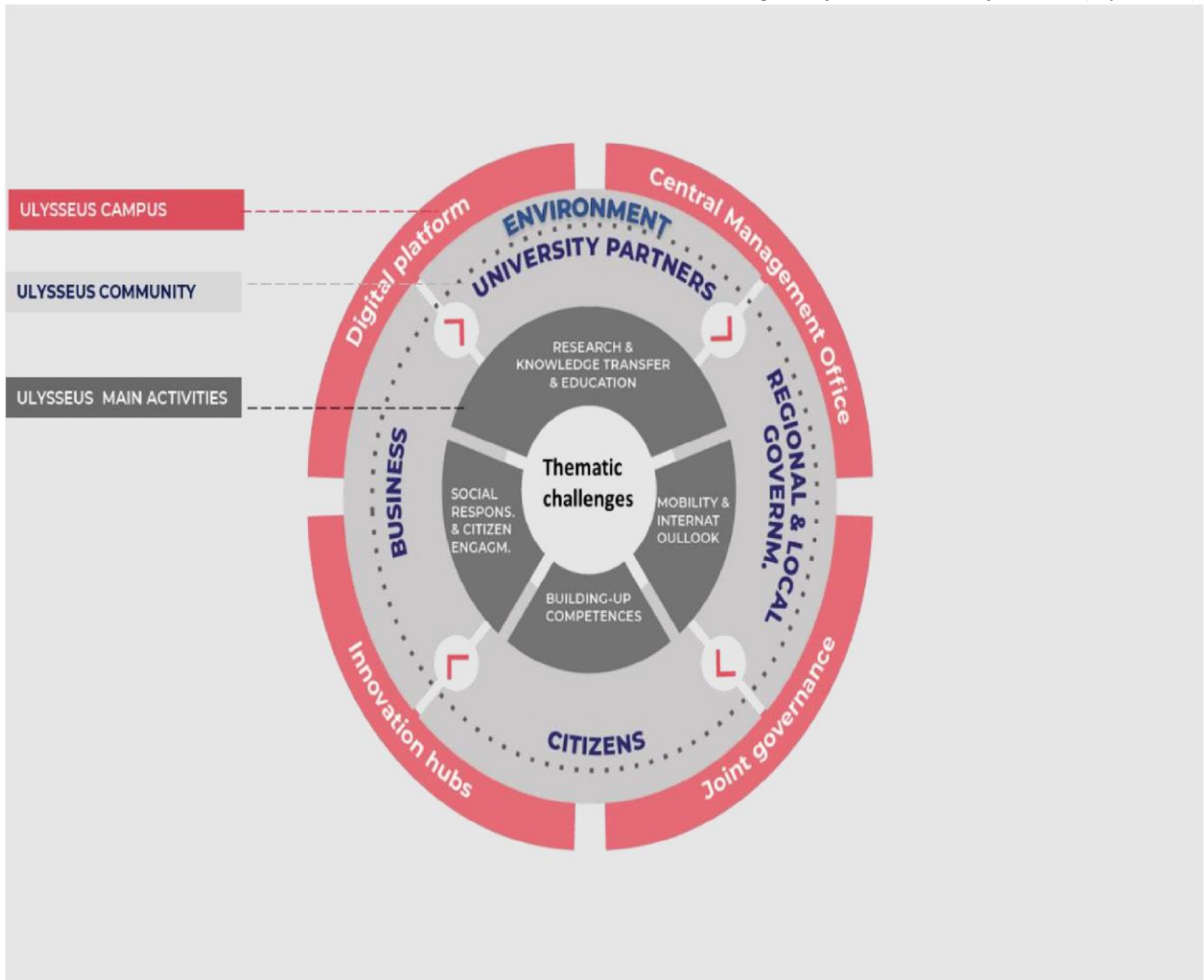


Table 2 Ulysseus Associated Partners

		Ulysseus Associated Partners
Common to all thematic challenges	Regional Governments	6
	City Halls	6
	NGOs & Citizen Associations	11
	Student Associations	8
	Business Confederations & Think tanks	15
	Research Centres	6
Specific to thematic challenges (Innovation Hubs)	IH Ageing & Wellbeing	7
	IH Energy, Transport & Smart Cities	20
	IH Tourism, Arts and Heritage	9
	IH Digitalization	11
	IH Artificial Intelligence	7
	IH Food, Biotech & Circular Economy	8
Total		114

Figure 2 The Ulysseus Campus



The Ulysseus academic and research goals

The process of transformation towards the Ulysseus European University involves the co-creation, by the Ulysseus Community, of interdisciplinary Joint European Master's Degrees, and subsequent Joint European PhD programmes, with interlinked research and innovation activities. The PhD programme in AI to be offered as a logical pathway after graduation from UlysseusAI will be offered by a research university within the consortium, due to the status of Haaga-Helia as a University of Applied Sciences and hence not entitled to award PhD degrees. However, HH will actively contribute with its expertise to the cooperation ensuring QF-EHEA cycle 3 study pathways in the field of AI within Ulysseus.

This vision is fully aligned with the EC Higher Education Transformation Agenda already mentioned², enhancing a key synergy initiative between the European Education Area and the European Research Area, which also comprises the Skills Agenda and the Digital Education Action Plan. Ulysseus' overarching vision is also in line with the political will of European Ministers to strengthen the European dimension in HE, Research and Innovation; and between the Higher Education dimension of the EEA with the ERA and the European higher education area.

Ulysseus aims to contribute to regional and local development. Thus, the alliance has undertaken that these joint degrees shall be co-designed within the framework of the Ulysseus Innovation Hubs, the joint structures for collaboration and co-creation of the Ulysseus community (partner universities, including students, and associated partners).

Main objectives and jointness of UlysseusAI

UlysseusAI is one of the joint Masters that are co-created and offered jointly within the Ulysseus European University alliance: each partner institution coordinates one joint Master's degree that is connected to the field of the respective Innovation Hub.

All Ulyseus partners contribute to the co-creation phase of joint degrees, however they participate in the delivery and in the award of the degree in different organizational modes, according to their profiles. In UlyseusAI, there are three degree-awarding partners: HH that also coordinates the degree; MCI and USE, whereas TUKE participates as a mobility partner by hosting one of the specialization semesters. UniCA and UniGe contribute to the co-creation of courses and can participate in staff mobility, to enhance the jointness of the delivery.

Moreover, all partners can participate in the thesis process according to the specialty areas of the academic staff. The new partners that joined the alliance in November 2023 (UM and UoM) will also be invited to participate in the joint Master's degree cooperation in a role that will be negotiated with them at a later stage, and the Joint Partnership Agreement (**Annex 2**) will be updated accordingly.

UlyseusAI aims to offer a joint and transnational challenge-based programme that bridges the areas of artificial intelligence and business in an interdisciplinary way, to address the key challenges in business transformation with the opportunities offered by the rapid development of artificial intelligence.

The programme is designed to attract applicants from a variety of disciplinary backgrounds within and outside the EU. It is in line with the latest labour market and research & innovation needs, involving the collaboration of academics, companies, cities, NGOs, and our local communities.

From the teaching and learning point of view, UlyseusAI offers a student-centred, learning outcome-driven, and work- and challenge-based programme, with innovative pedagogies, academic rigor, and support (i.e., the Ulyseus Career Development Programme).

From the content point of view, UlyseusAI combines specific, multidisciplinary, and interdisciplinary education in the areas of AI and business with complementary training offered at partner institutions, including high level digital skills, critical thinking, creativity, innovation, communication, leadership, and entrepreneurship as key transversal competencies to provide solutions to current problems. Alongside their degree studies, UlyseusAI students will be able to select courses and activities from the wide joint educational offer of the alliance, displayed on the website www.ulyseus.eu.

From the structural point of view, UlyseusAI offers a modular pathway with embedded mobility. All students complete two physical mobility periods and in addition, the degree offers opportunities for virtual and blended mobility. Alongside regular courses, the Ulyseus community offers other formats of learning activities such as short courses (online, physical, blended), living labs, seminars, MOOCs, summer/winter schools, micro-credentials, volunteering, civic engagement activities or activities related to the promotion of the European values, among others.) These educational activities will be available to all Ulyseus students, including those of the joint degrees. They will have an ECTS workload and will be integrated into the study programme according to the framework agreement on academic recognition in Ulyseus, in function of the competencies acquired (**Annex 16**).

UlyseusAI promotes multilingualism and multiculturalism. The joint programme will be delivered in English (see **Annexes 5 & 6**). In addition, students will have the opportunity to enhance their language skills in languages of Ulyseus countries, and moreover e.g. in Chinese and Arabic, by opting for studies beyond their core curriculum. The Ulyseus Digital Platform language courses, onsite language courses, and courses and activities during mobility periods will provide opportunities for language immersion and enhance the intercultural competencies of students across multicultural events and encounters.

UlyseusAI is committed to fostering diversity, inclusiveness, gender equality and accessibility, through admission measures enabling access for disadvantaged or discriminated groups. Support measures will also help these students in their learning process (i.e., through the Ulyseus Gender Equality and Special Needs Programmes).

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

1. Joint design and follow-up: all partner institutions with support from the Ulyseus Committee for Joint Programmes chaired by HH and MCI.
2. Joint delivery: HH, MCI, USE, and TUKE by offering a full semester of studies, and UniCA and UniGe by participating in the design of the degree and in delivery of studies and thesis supervision, to be agreed more specifically upon continuous cooperation and mutual consent.

3. Award of a joint degree and a joint diploma supplement (see **Annex 12** for a joint Diploma Supplement Sample): HH, MCI, USE.
4. Joint administration and financial management.
5. Joint policy for admission and selection, based on the regulations of the coordinating institution HH and endorsed by MCI and USE.
6. Joint policy for recognition, teaching and training, supervision, monitoring, assessment, mobility, traineeships, and Master's thesis procedures.
7. Joint Ulyseus student support (in addition to the specific supporting services at every partner university).
8. Joint Ulyseus resources (joint transnational teaching teams and joint Ulyseus facilities, in addition to the specific resources at every partner university).
9. Joint transparency and documentation procedures. With the support of the Ulyseus Dissemination Unit, UlyseusAI will be jointly promoted, ensuring the visibility of the joint programme, and providing information to students and other stakeholders such as future employers.
10. Joint internal quality assurance system, aligning with the QA systems of consortium partners.

With the above-mentioned objectives and elements, we seek to position UlyseusAI as a flagship for the fields of artificial intelligence and business, based on the quality of its contents, on the competencies acquired by the students, and the research and labour opportunities found and developed within it.

1. Eligibility

1.1 Status

The General Roadmap for the accreditation and awarding of the joint degree

The consortium partners belong to the Ulyseus European University alliance and are well-established Higher Education Institutions in their respective countries (**Annex 1**). They all have applicable legal national frameworks which entitle them to participate in a joint programme (**Annex 3**). However, only Austria, Finland, France, and Spain can implement the use of the European Approach for Quality Assurance of Joint Programmes. (See additional **Annex 13**:

"Ulyseus Framework for Accreditation of Joint Programmes and Awarding Joint Degrees".) **Table 3** summarizes the status of the national and regional evaluation agencies regarding their inclusion in the EQAR register, the acceptance of the European Approach for Quality Assurance of Joint Programmes, the cross-border quality assurance, and the awarding of joint degrees, in the six Ulyseus partner Universities and countries.

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

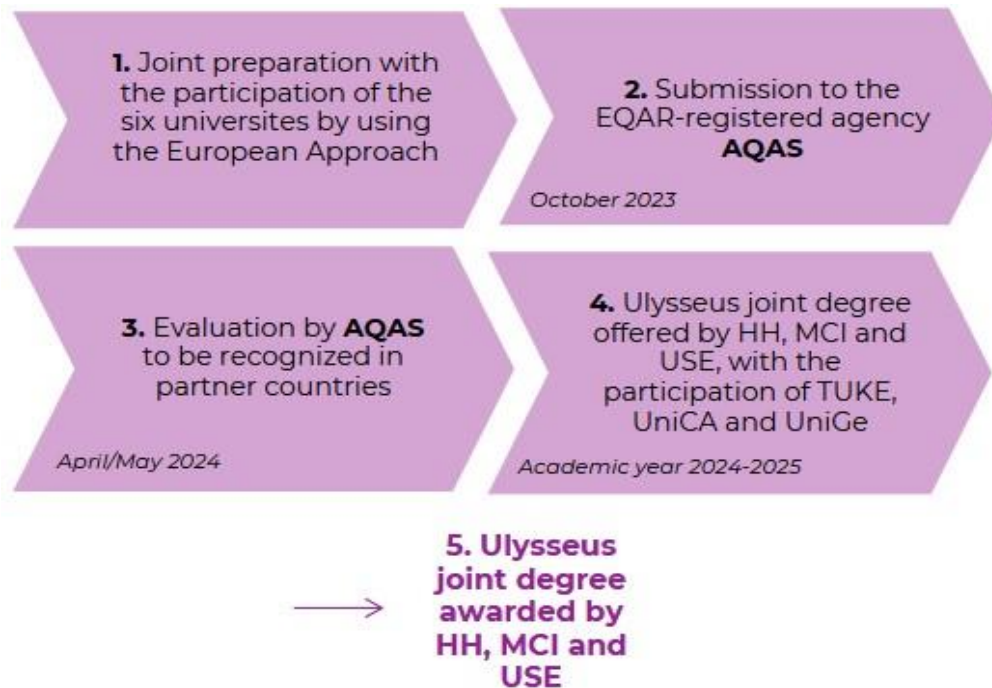
University/ Country	Evaluation Agency registered in EQAR	Accepts the EA for accreditation of joint programmes	Accepts cross- border quality assurance	Able to award a joint degree
MCI/Austria	Yes	Yes	Yes	Yes
HH/Finland	Yes	Yes	Yes	Yes
USE/Spain	Yes	Yes	Yes	Yes
UniCA/France	Yes	Yes (under conditions)	Yes	Yes
TUKE/Slovakia	No	No	No	Yes
UniGe/Italy	No	No	No	Yes

According to the Table 3 and the text above, this proposal involves a joint Master's degree designed and delivered jointly by Ulyseus partner universities. Due to regulatory constraints, it will be accredited for the Ulyseus institutions first in Finland, Austria, and Spain. Subsequently, and upon national processes, accreditation can be obtained in France,

Slovakia, and Italy. Since the Finnish national evaluation agency FINEEC does not conduct accreditations on programme level, the initial accreditation process is conducted in cooperation with the AQAS Agency, based in Germany.

Figure 3 illustrates the step-by-step approach for the accreditation and awarding UlysseusAI. The upper part of the scheme concerns the accreditation process involving the current proposal.

Figure 3 Roadmap for the accreditation process of UlysseusAI



1.2 Joint Design and Delivery

Joint design of UlysseusAI

This programme has been jointly designed by the participating Ulysseus partner universities, their students, and their associated partners, under the coordination of the Haaga-Helia University of Applied Sciences, through the following steps:

- Developing the “Handbook for Co-creation, Design Thinking and Flexible Curricula in Ulysseus Degrees” (see additional **Annex 15**). This handbook identifies, first, the key elements of Ulysseus joint degrees and introduces approaches to involve students and associated partners in their co-creation processes.
- Developing the proposal for the joint Master’s degree following the European Approach for Quality Assurance of Joint Programmes. This process has been supported by an Erasmus Mundus Design Measure grant of the Erasmus+ programme (COMAI, *Cocreation of an Erasmus Mundus Joint Master’s in Artificial Intelligence to Boost Ecosystems, Business Competitiveness and Employment in Europe.*) For this purpose, a taskforce was set up in 2022 to design the proposal and the study programme, divided into two groups:
 - a. The European Approach Group oversees developing all administrative parts of the degree, described in this *SER*, and coordinating the drafting and submission of the proposal. The “Joint Programmes from A to Z – A Reference Guide for Practitioners” was followed. The group was formed by representatives of each of the participating institutions with responsibilities in academic and student affairs, internationalization, study support, and external and internal quality assurance.
 - b. The Co-creation Group in charge of the academic content of the degree: learning outcomes, study programme, and student’s assessment, following the guidelines established by the Ulysseus Co-creation Handbook. In the group, there are representatives of experts, students and selected associated partners.

The co-creation process

The design process of the degree was articulated in two parallel fields: the co-creation of the curriculum, learning and studying, and assessment (Co-creation group), and the administrative preparation of the degree in order to meet the expectations of the European Approach for Quality Assurance (European Approach group). Communication between the two groups was ensured by participation of selected key experts from all partner institutions in both groups.

The EA group worked on the following sections: Eligibility, Admission and Recognition, Student Support, Resources, Transparency and Documentation, and Quality Assurance. Moreover, its experts ensured the compilation of the documentation required for the annexes. The Co-creation group focused on Learning Outcomes, Joint Study Programme, and Learning, Teaching and Assessment.

The Co-creation group process started with an initial brainstorming meeting online (December 2022), followed by online contribution of all partners where suggestions and ideas were compiled. A MS Teams group was established, and all documents and contributions as well as dissemination of information for both groups were organized in that platform. During December 2022 to February 2023, partners compiled an extensive list of their AI courses and submitted their initial reflections on the objectives of the future degree via an online tool (Padlet), enabling discussion.

The online contribution provided a good starting point for the first on-site event. The Co-creation event was held on 6-7 February 2023 in Helsinki, with representatives of HH, MCI, USE and TUKE.

The other partners had the opportunity to contribute to the work in the Teams group. Experts, students, and associated partners were represented in the co-creation event and contributed to the curriculum design.

The outcomes of the event consisted of a first draft for the curriculum structure, a suggestion of learning outcomes on programme level and possible specializations, and a plan on mobility. Moreover, participants nurtured thorough discussion on degree objectives, cooperation options and related professions of future graduates.

From February until June 2023, curricular co-creation took place online and focused on learning outcomes and their alignment with the QF-EHEA framework, and on institutional work to select the most suitable courses for the degree. The work resulted in a plan that streamlined the first version of course distribution for semesters 1-3. In June, coordinators for modules were nominated. The modules correspond to the semesters of the programme, except for the Transversal module (nr. 5) that will be completed during semesters 1-4, and the Thesis (Mod. 6). Experts started to define module-level learning outcomes, and the course syllabus development was initiated according to the planned curriculum. Meetings for the group were recorded to ensure good flow of communication even in cases of non-attendance.

Throughout the process, the EA group worked online with the sections of the *SER* assigned for it, and this was found a functional solution since the number of experts in the group was substantially higher than in the Co-creation group. Communication was channelled in Teams, and all experts worked with the same online version of the *SER* that took shape as a co-creative effort of also the EA group members.

Online meetings organized during the *SER* process were recorded and saved in Teams, as well as the updates of lists where tasks for both groups were communicated as the work proceeded.

A specific task force within the EA group was formed in May 2023, with the mission to deliver the *SER* sections on the admission criteria, the application process, and the selection of students. Experts from HH, MCI and USE participated in this work.

An online workshop was organized for both working groups in September 2023 to finalize the curriculum, to discuss matters related to admission and mobility, and to agree on the future thesis process regulations. There were online sessions for both groups, and members could attend either one or both sessions.

The co-creation process culminated in late September as the *Self-Evaluation Report* with its annexes was finalized. Assigned faculty and administration representatives from all Ulyseus institutions completed the sections related to their expertise, and bilateral negotiations were conducted between the institutions offering the first three semesters, to avoid overlaps and ensure curricular coherence. Comments from Associated Partners were inserted in the report throughout

the process, in particular in the context of curriculum design. HH as the coordinating institution ensured the final editing of the document.

HH coordinated all actions of the Co-creation and European Approach groups.

Distribution of roles among partner universities, students, and associated partners in UlysseusAI

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

This is illustrated in **Figure 4** and explained in more detail in the following section.

Figure 4 Distribution of the roles of partner universities, students, and associated partners in UlysseusAI

Partner universities	Roles	
HH	General coordination Administration & financial management Accreditation (EA) Enrolment Awarding the joint degree and joint DS	<u>Responsibilities in the following according to mutual agreement and annual planning</u> Programme design Governance Admission, selection, recognition Teaching & training Assessment Cooperation in the thesis process Mobility Students' support Resources Promotion and dissemination Internal quality assurance
MCI and USE	Enrolment Awarding the joint degree and joint DS	
TUKE	Mobility: Specialization 2 as a mobility partner	
UniCA and UniGe	Teaching & training Promotion and dissemination	
Students	Programme design Governance Peer-teaching & assessment Internal Quality Assurance	
Associated partners	Programme design Governance Participation in course delivery and in the thesis process Mobility Internships (professional) Students' support (i.e., career guidance) Internal quality assurance	

Partners

The partner institutions all belong to the European University Ulysseus Alliance, coordinated by the USE. HH is the coordinating institution of UlysseusAI, the second joint Master's degree of the Alliance.

- HH is responsible for coordinating the European accreditation of the joint programme in which the partner universities participate.
- HH will be the initial student-enrolling HEI, whereas MCI and USE will accept at a later stage the degree-seeking students who have been initially admitted to HH and who enrol to MCI and USE according to their respective institutional regulations.
- TUKE will receive UlysseusAI students only on a mobility basis but might become a degree-awarding institution in the future.
- UniCA and UniGe participate in teaching and training e.g. by mobility of the academic staff and may also become degree-awarding later, if relevant.
- As the coordinator, HH is also appointed for issuing of the joint degree (diploma), and its joint diploma supplement, awarded by USE and MCI. HH will also oversee the administrative and financial management of UlysseusAI, according to a Financial and Sustainability Plan that will be revised and signed annually by partners.
- Partner universities participate in the joint academic governance and recognition, teaching and evaluation, Master's thesis process, mobility, and internal QA procedures. They all provide students' support in function of the participation mode, as well as resources and promotion and dissemination of the joint programme.

Students

- Ulysseus students have participated in the joint programme design by commenting the curriculum design phase, and they will participate in the academic governance throughout student representation in the Academic Steering Committee of UlysseusAI, and in internal QA procedures according to the institutional procedures of the participating HEI. They will be offered opportunities to also participate in peer-teaching and peer-assessment, on a voluntary basis.
- UlysseusAI students will have the possibility to join the student association of Ulysseus and the one of Haag-Helia (Helga), and to participate in activities of respective associations of MCI, TUKE and USE.

Associated partners

The Ulysseus Associated Partners have a decisive role in the design and implementation of the joint programme. Ulysseus has so far 114 associated partners comprising regional and local governments, specific companies, business confederations, student's and citizen's associations, NGOs, research centres and think-tanks. All of them have committed to collaborate in Ulysseus activities (see additional **Annex 14** for a selection of commitments letters from associated partner related to UlysseusAI).

Ulysseus Associated Partners will participate in the academic governance and QA structure, in course delivery, (with an important role in promoting innovation and entrepreneurship), and may cooperate in the process of the Master's thesis, by bringing in their expertise and contacts and participating in the concluding event organized as a Capstone - Hackathon. Moreover, they will contribute to students' support (i.e., by participating in the career guidance programme that will be part of the alliance-level cooperation of Ulysseus).

The participation in all these activities is to be negotiated with each partner to agree on a contribution profile that is relevant. The level of contribution of Associated Partners may hence vary according to their resources and e.g. the needs of corporate expertise in various stages of the degree delivery.

Experts in partner institutions

The academic and administrative experts who have participated in the co-creation of the joint programme and in the preparation of the *Self-Evaluation Report* aligning with the European Approach were nominated by their respective institutions, taking into account their experience in the field of study, their knowledgeability in the accreditation and quality assurance process, and in transnational cooperation in education.

Joint structure for academic governance, internal quality assurance, administration, and financial management

For the implementation of UlyseusAI, a joint structure for academic governance, internal QA, administration, and financial management, was established, in turn integrated with the Ulyseus and local structures (**Figure 5**). Two specific joint academic committees and a joint Master's team will address the different issues related to the joint Master's degree within the consortium. They will be assisted by a specific Selection Jury, with responsibilities in the selection process (interviews). Every participating partner university takes part in the committees and the Jury, and the Associated Partners and students are also represented.

These bodies are:

1. **The Academic Steering Committee.** The programme is to be managed by an Academic Steering Committee, responsible for the correct implementation of the joint Master's and the general management. It is formed by one local academic of each participating institution, two representatives of the Ulyseus Associated Partners and one student. The Academic Steering Committee is chaired by the Academic Coordinator of the joint programme.

This Academic Steering committee will be in charge of

- the General coordination of UlyseusAI;
- suggesting changes in the syllabus/curriculum and the thesis process;
- suggesting changes in admission and evaluation in the framework of and aligning with the national regulations stipulating the HEI admission process in Finland and in the countries of other degree-awarding institutions;
- coordinating with the Internal QA Committee for continuous monitoring and improvement;
- acting as an Administrative Contact Point for all queries related to the joint degree; and
- cooperating with relevant bodies of the consortium partners to agree on scholarships to be awarded.

2. **The Ulyseus Internal Quality Assurance Committee.** This committee ensures the internal quality assurance of the programme and suggests improvement strategies. It is formed by one academic from each partner university, two representatives of the Associated Partners, and two students of the current edition of the joint programme. This committee will implement internal evaluation strategies and mechanisms.

The UlyseusAI Internal QA Committee is in contact with:

- the Ulyseus body for internal monitoring: RADAR Observatory (internal monitoring and foresight), and
- the HH Unit for QA Management, which participates in coordination of the accreditation and follow-up of the joint degree, in contact with the external QA Agency AQAS.

Both committees are in contact with

- the Ulyseus Academic Recognition Board that will ensure the coordination with relevant bodies in charge of academic recognition in Ulyseus partner universities, to promote flexible and automatic academic recognition within Ulyseus (see section 4).

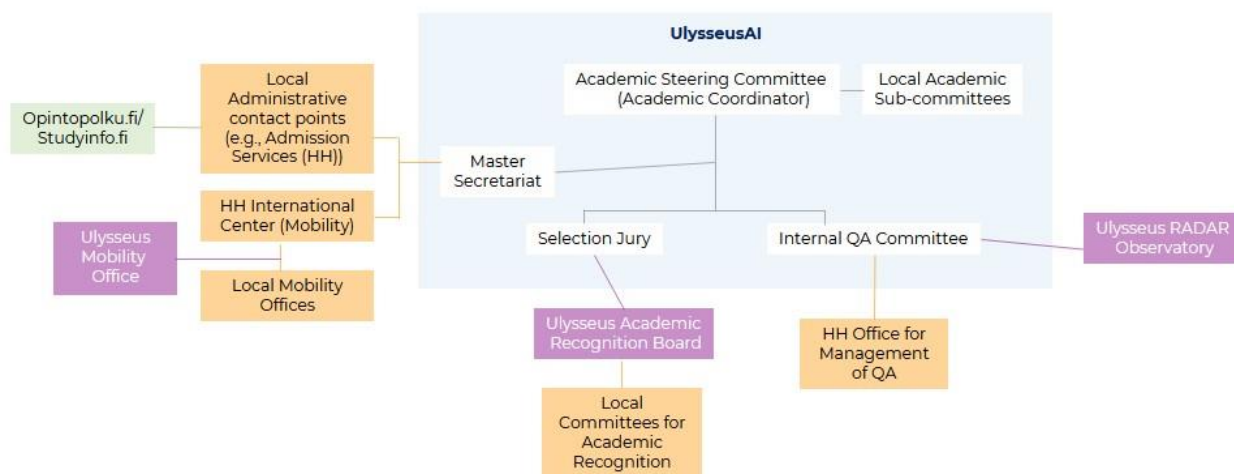
3. **The Joint Master's Team.** This is the operative unit in charge of executive management, communication with other partners, administrative and financial management. It is located at the coordinating institution HH and is composed by the UlyseusAI Academic Coordinator, the administrative coordinator of Ulyseus joint degrees at HH, and one Administrative Assistant. It is supported by the staff of the Master's degree programmes of Haaga-Helia.

The joint Master's Team works closely together with the Admission Services of HH, e.g., to coordinate the application processes in the national application portal [Opintopolku.fi](https://opintopolku.fi)/[Stuyinfo.fi](https://stuyinfo.fi). It cooperates with the participating institutions (1) to invite the experts to the Selection Jury and (2) to organize the interviews with the Jury members. Moreover, it cooperates with the International Services of HH and with the Mobility Offices of all partners, as well as with the Ulyseus International Mobility Office.

During the mobility periods, HH as the coordinating institution will take care of communicating student data to the other universities, to ensure that all students benefit from services like student rooms, canteens, libraries, language courses, and other necessary elements of support. The process will comply with the regulations of the GDPR.

All students will have health insurance and administrative help during their Master's studies, and they will sign a specific Student Agreement (**Annex 19**) with HH as the coordinating institution. This agreement will define the rights and responsibilities of the student as well as the applicable tuition fees and principles of data transmission and protection.

Figure 5 UlyseusAI joint structure for governance, internal QA, administration, and financial management (light blue), and its integration with Ulyseus (purple), local (orange) and national (light green) structures



1.3 Cooperation Agreements

As a first reference, the “Ulyseus Consortium Agreement” among the Ulyseus HEIs is already in force. In addition, the partner universities are connected through the Erasmus+ programme. Mobility of students, academics, and staff is already functioning among the Ulyseus partners.

A general “Framework Agreement for Academic Recognition in Ulyseus”, containing provisions for automatic recognition of qualifications, and recognition of periods abroad, prior learning and work experience, is signed and it is presented as the additional **Annex 16**. The agreement includes the establishment of the “Ulyseus Academic Recognition Board”, which will ensure the coordination with the academic bodies responsible for recognition at each Ulyseus partner university in order to promote flexible and automatic academic recognition within Ulyseus.

A specific Joint Partnership Agreement for UlyseusAI is attached to this *SER* (**Annex 2**), as a draft and model of the agreement to be signed prior to the commencement of the degree studies. It will undergo an approval process in all partner institutions prior to the accreditation visit. Moreover, partner institutions will annually agree in detail on financial cooperation and sign a Finance and Sustainability plan where tuition fees, other student fees and funding are specified with a detailed budget. A financial and sustainability plan is suggested in **Annex 21** (as a draft). It is based on respective planning of the first joint programme in Ulyseus (UlyseusCitiesMD coordinated by the University of Seville) and will be developed further until the commencement of studies of the first UlyseusAI cohort.

2. Learning outcomes

2.1 Level

UlyseusAI is developed and will be implemented with competence-based pedagogy: the programme applies Intended Learning Outcomes that describe what a student knows, understands and is able to do upon completion of the programme. The pedagogical approach is underpinned by the concepts of experiential learning and student-centeredness. The curriculum defines the student workload according to the ECTS. The curriculum design and delivery

place the student at the center of the educational process and focusses on competencies linked to realworld performance.

As a result of the co-creation process, an interdisciplinary curriculum has been designed, gathering a set of Programme Learning Outcomes (PLOs) that target the acquisition of core competencies in AI, in business, and in transversal skills. In this sense, the graduate's profile is versatile and flexible, to become able to tackle complex challenges in the field of business applications of artificial intelligence from different perspectives, addressing the working-life needs of the future.

The Intended Learning Outcomes of UlyseusAI are formulated in a way that enables assessment and verifications of achievement during the programme. Intended learning outcomes are therefore defined on programme level, on module level and on course level, with a synchronic view and alignment with the QF-EHEA framework.

UlyseusAI learning outcomes

The learning outcomes of UlyseusAI on the level of the degree programme (PLO) are designed to align with the competencies of the broader European framework of higher education qualifications (second cycle). UlyseusAI graduates are expected to have achieved at graduation all the five ILOs defined by the level 7 of the QF-EHEA. According to these, graduates

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
- can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously.
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

The PLO of UlyseusAI complement the common European framework of competencies described above, with a programme-specific approach. They unfold the competencies that overarch the entire joint programme. Graduates will be able to

1. Identify and assess potential data sources and operation models for business development to foster management support and to create business value.
2. Understand data and AI governance principles and management of AI development and implementation processes from the organization's executive (C-level) point of view.
3. Implement the whole process from large and complex raw data to visualizations and/or models, including the presentation of results in appropriate AI-driven user interfaces.
4. Understand the mathematical and statistical concepts behind the building and evaluation of AI models.
5. Demonstrate practical experience to use AI tools, platforms and frameworks for building AI based solutions by using AI programming and querying languages.
6. Apply, evaluate, design and co-create AI products and services that are trustworthy, ethical and comply with European rules and regulations as well as social requirements.
7. Integrate AI into business and public sector strategies and know how to assess the impact of AI initiatives.
8. Demonstrate skills in project management, team leadership and collaboration to lead AI change projects (project and portfolio management, project controlling).

The alignment of the UlyseusAI PLOs with the QF-EHEA learning outcomes is included in **Annex 4**. PLOs will be implemented in and they are aligned with more specific Module Learning Outcomes (MLO) (see **Annexes 5 & 6**). Moreover, the most detailed level of the learning outcomes is defined in each course (CLO, see **Annex 5**).

During the first edition of UlysseusAI, courses will be developed upon the existing academic offer at every university, however with updates according to the needs of the new degree, and on insightful new combinations of the study contents such as in the multidisciplinary approach in Specialization 2 (USE). Moreover, the Co-creation group integrated innovative new elements in the curriculum, such as the concluding course in semester 4 that will be organized as a joint effort across all partners and selected associated partner companies, in the form of a CapstoneHackathon event.

In the future, once the remaining joint Master's degrees of Ulysseus are accredited, the consortium plans to apply a "flexible semester" to exchange modules across the joint Ulysseus Master's degrees, providing that they focus on complementary aspects that every Ulysseus IH can provide to the other IH.

2.2 Disciplinary Field

Experts compare the potential impact of AI on business to the Internet. One of the main benefits of AI is that it can automate a significant amount of mechanical and cognitive tasks. It is also seen as a tool to support businesses in various other aspects, such as in sales and improving access to global customers.¹⁴ However, AI also imposes risks that should be addressed, such as growing inequality and algorithmic bias.¹⁵ The impact of this AI transformation on business will only continue to grow in the upcoming decades and impact virtually every industry.

According to research conducted by the European Commission (2020) 42% of businesses presently employ at least one AI technology, 25% employ at least two, and 18% intend to do so in the following two years. However, McKinsey Global Institute estimates that at least 70% of companies will adopt AI technology by 2030. Despite greater access to AI, companies struggle to leverage it and one of the main reasons is the lack of knowledge resources (European Commission, 2020; Denicolai et al., 2021).¹⁶ Moreover, EU is lacking highly skilled digital professionals with not only technical skills, but also competences related to digital business and value creation in businesses (source, if needed). By equipping students with competencies in both Business Administration and Artificial Intelligence, these future employees may emerge as agents for transformative solutions in the business world.

Artificial Intelligence in a business transformation context is currently underrepresented in the educational offer of higher education institutions in the EHEA, and moreover in the existing catalogue of Erasmus Mundus Joint Master (EMJM) programmes, in particular with an interdisciplinary approach combining both technical and business knowledge. Therefore, there is a need for transdisciplinary and joint education such as UlysseusAI that would provide added value to the European Higher Education Area as a forward-looking degree, focusing on global impact, jointness, quality and employability.

Furthermore, UlysseusAI stands out not only for its interdisciplinary nature, but also in the way it has been co-created using design thinking methodology with university and university of applied sciences partners, combining academic and theoretical knowledge with practical and professional applied knowledge and interlinking education, research, and innovation. The result is an innovative and transnational study programme at Master's level with a modular curriculum that is very attractive to a diverse pool of applicants searching to attain the competences necessary to work in a variety of sectors. Moreover, the curriculum is built with a student-centred approach offering a selection of different level courses and taking into account that applicants may have versatile prior knowledge when applying to the programme. As an example: those with more technologically oriented experience and prior studies may be interested in selecting a specialization strengthening further those competencies (Specialization 1 at TUKE), whilst the other specialization (nr. 2

¹⁴ Lobo, C. A., Fernandes, C. I., Ferreira, J. J., & Peris-Ortiz, M. (2020). Factors affecting SMEs' strategic decisions to approach international markets. *European Journal of International Management*, 14(4), 617–639.

¹⁵ Chalmers, D., MacKenzie, N. G., & Carter, S. (2021). Artificial intelligence and entrepreneurship: Implications for venture creation in the fourth industrial revolution. *Entrepreneurship Theory and Practice*, 45(5), 1028–1053.

¹⁶ European Commission (2020) European enterprise survey on the use of technologies based on artificial intelligence. Retrieved on September 28, 2023 (<https://digital-strategy.ec.europa.eu/en/library/european-enterprise-survey-use-technologies-based-artificial-intelligence>); Denicolai, S., Zucchella, A., & Magnani, G. (2021). Internationalization, digitalization, and sustainability: Are SMEs ready? A survey on synergies and substituting effects among growth paths. *Technological Forecasting and Social Change*, 166.

at USE) will enhance a more transdisciplinary approach of AI for business transformation. Yet, both specializations are open to all students.

To provide students with the necessary competencies to thrive in this rapidly changing business world, it is not only imperative for them to understand the AI technology and business but also to have a strong understanding of AI's impact on the business ecosystem and societies at large. That is the only way to ensure that AI developed and put on the market in the EU is humancentric, sustainable, secure, inclusive, and trustworthy in line with the Europe's Digital Decade.

In this regard, the Co-creation team has identified that AI related roles will require workers with strong knowledge and orientation in ethics, responsibility, and sustainability. Therefore, UlyseusAI is founded on the following three main key goals that navigate the design and further development of the curriculum. These are based on current EU priorities as the EU is the leading authority in ensuring AI is developed to be in line with the principals of fairness, ethical awareness, and human centric directives. The Key Goals (KG) that are relevant in this context are the following:

KG 1 Ethical AI Principles: Emphasize the importance of adhering to ethical guidelines when using AI in business, including transparency, fairness, accountability, and non-discrimination. Ensure that AI systems are designed and deployed with these principles in mind.

Courses include, for example, the following contents in Ethical AI:

- ethical approaches to designing and implementing AI solutions;
- ethical organizational development;
- ethical considerations in automation, privacy and data security, labour impact and social responsibility; and
- ethical and legal considerations in the collection and use of marketing data.

KG 2 Responsible Governance: Adhere to robust governance frameworks and mechanisms for AI oversight and responsibility. Take proactive measures to address potential biases, unintended consequences, and ethical dilemmas that may arise in AI applications.

Courses include, for example, the following contents in Responsible Governance:

- data and AI governance;
- central standards and regulations in the area of information security management and using data bias, accountability, transparency and explainability; and
- responsibility and ethical decision-making.

KG 3 Sustainability Integration: Incorporate sustainability considerations into AI adoption strategies within businesses. Leverage AI to optimize resource utilization, reduce environmental impact, and contribute to broader sustainability goals in alignment with the EU's Digital Single Market Strategy.

Courses include, for example, the following contents in Sustainable Integration:

- smart system and machine learning;
- data economy: optimizing processes, developing businesses and automation; • impact of AI innovations on the business ecosystem and vice versa; and
- labour impact and social responsibility.

These key goals are an essential part of the curriculum, being integrated into the contents of individual courses and innovation projects. Furthermore, students are encouraged to choose topics related to those goals for their Master's thesis, e.g. sustainable AI and AI ethics. Therefore, at a concrete level the curriculum ensures that graduates will understand the technical aspects of AI and its potential to transform business, while considering it to be ethical, responsible, and sustainable.

2.3 Achievement

To achieve the learning outcomes, UlysseusAI is articulated in 120 ECTS that are divided into two years and four semesters. The total number of ECTS points is 30 in each semester.

Each semester corresponds to one module, with the exception of Module 5 of Transversal competences that overarches the study cycle, and the Module 6 (Thesis) that will be completed during semesters 3-4. Module 6 is strengthened by transversal studies in research and development methodology during earlier semesters.

- Semester 1 (basic business and technical skills in AI: Module 1 and transversal studies)
- Semester 2 (advanced business/ technical skills in AI: Module 2 and transversal studies)
- Semester 3 (specialization studies: Module 3 or 4 and transversal studies)
- Semester 4 (Thesis in Module 6 and transversal studies)
- Module nr. 5 of transversal studies complements the core studies during semesters 1-4.

A component of free electives is incorporated in Semester 1 as a part of Transversal studies. Moreover, students have the opportunity to select courses from the broad study offer of Ulysseus institutions with options of transversal competencies recommended by the UlysseusAI curriculum developers, or from a wide range of educational activities, including competencies in research. Study Counsellors of UlysseusAI will assist students in selecting courses that are not part of the mandatory curriculum. The distribution of courses in all modules is presented in section 3.1 (Curriculum).

The programme ensures an appropriate and constructive alignment between learning outcomes, learning and teaching activities and the assessment procedures. All the details concerning the programme, student's support and completion of courses, and the ways to participate in UlysseusAI will be provided in an online platform and in addition, made available for the students at the time of their admission to the programme, in the form of an online Handbook for students. Information on teaching and learning will moreover be available in the LMS Moodle where materials and instructions are uploaded.

The Handbook describes the context within UlysseusAI programme and the overarching objectives. According to the Bologna strategy and the TUNING methodology, the Handbook will also include the workload, intended learning outcomes, the course contents, the teaching and learning methodology, assessment criteria and assessment methods, and any other necessary information (see **Annex 5** and Sections 5 and 6). The UlysseusAI Student's Handbook (see additional **Annex 17** for an outline) will be designed by the Master's Team of UlysseusAI and approved by the Academic Steering Committee.

2.4 Related Professions

According to the European Approach guidelines, this section would unfold the "Regulated professions" that the degree graduates would aim at, in case there were such a group of determined professions. In the context of UlysseusAI, there is no such list. Therefore, an outline of potential job profiles and professional fields is suggested here, in view of highlighting the promising career prospects of UlysseusAI graduates.

The diversity of AI being a rapidly evolving and versatile field, graduates will have various paths to choose from in their later professional life, including e.g.:

- Managing large AI projects and programmes in companies to equip different business departments with AI and identify the most beneficial use cases.
- Working as consultants at the intersection of AI, information technology and business process management, helping companies to overcome obstacles when deploying AI tools to production.
- Specializing in the development of AI products and services which help crafting the future of Europe's AI landscape.
- Contributing to the advancement of the field in research institutions like universities, innovation hubs or R&D departments.

The professional opportunities available to the UlysseusAI graduates will be manifold and adapted to the current and future job market needs. Within the context of UlysseusAI, the importance of responding to the needs of the EU is emphasized. UlysseusAI aims to lead the students to gain the competencies necessary to transform the labour market,

interconnecting higher education systems and effectively contributing to the objectives of the European Higher Education Area (EHEA) in digital transitions, the Digital Education Action Plan (2021-2027) with links to the Policy area 3.5 - Jobs, growth and investment; priority: 2 - A Europe fit for the digital age.

Some examples of possible job profiles for UlysseusAI graduates:

- AI Business Consultant
- AI Public Sector Consultant
- Trustworthy AI advisor
- Human-AI Interaction Designer
- AI Strategist
- AI Product Designer
- Data Analyst

3. Joint Study Programme

3.1 Curriculum

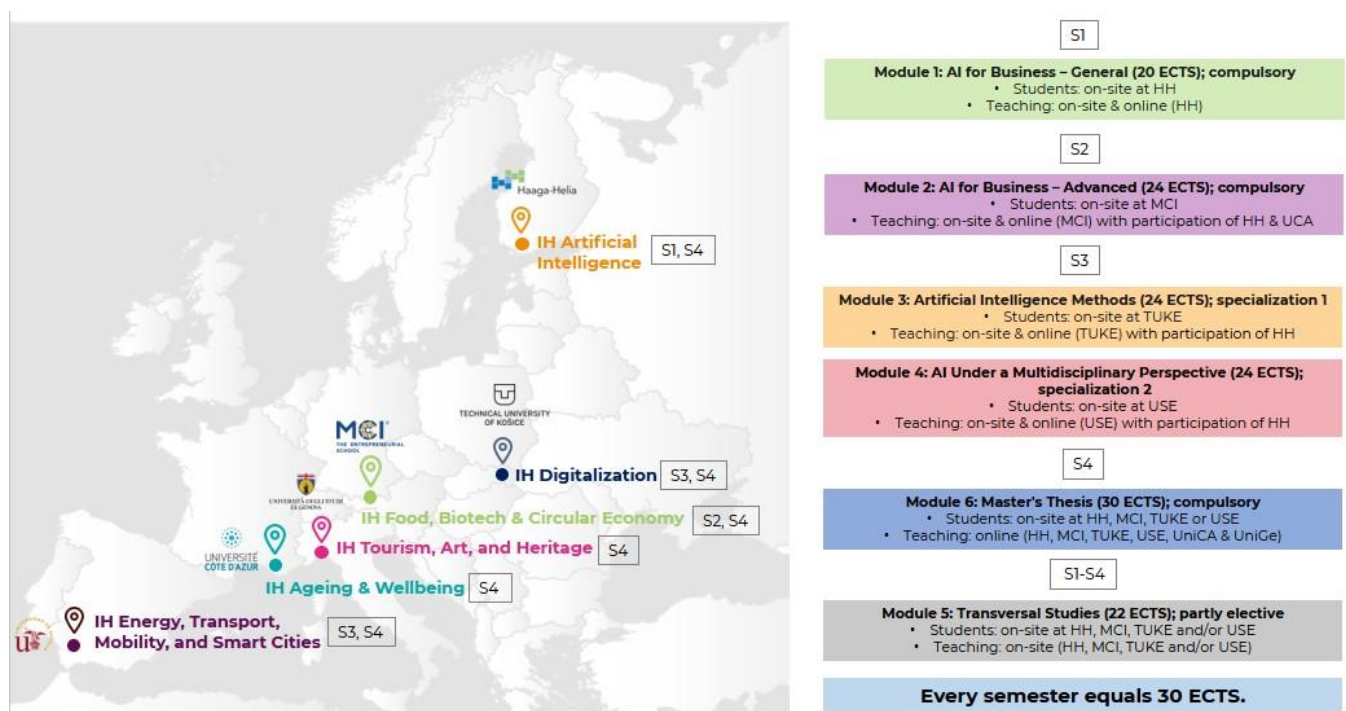
General overview of the programme structure and content

The degree programme consists of 120 ECTS in four semesters, each with the scope of 30 ECTS articulated in core studies (Modules 1-4), in transversal studies (Module 5) and in the Master's thesis (Module 6).

Whilst the curriculum is designed from structural and content viewpoints to meet the academic and quality assurance-related high standards at the moment of the accreditation phase, it is noteworthy that on the level of its delivery, the curriculum will be organic: recent literature, new technological developments, evolving corporate collaboration and emerging opportunities in terms of teacher mobility will ensure that the programme will be developed actively and in pedagogically innovative ways within the structure and the learning outcomes that are defined in this document.

The full course list is available in **Annex 6** according to the study modules presented in **Figure 6** below.

Figure 6 Distribution of UlysseusAI semesters, modules, student mobility and teaching modes within the Ulysseus Campus



The first semester is conducted at HH with an interdisciplinary core programme that provides students with basic knowledge and competencies in applications of artificial intelligence in contexts of business administration and development. Moreover, Module 5 of transversal studies starts in semester 1.

The second semester is conducted as an international mobility period at MCI. It enhances the competencies, skills and knowledge obtained in semester 1 and prepares students to select their specialization module. Semester 2 consists of Module 2 and of supporting transversal studies of Module 5.

The third semester is conducted as a second international mobility period either at TUKE or at USE. For this semester, students will select their specialization studies from two options: a technologically oriented application of AI for business (Module 3 at TUKE), or specialization studies based on a more transdisciplinary approach related to AI for business transformation (Module 4 at USE). Moreover, the thesis process is launched in semester 3, to ensure its completion during semester 4, and a course on research methods of Module 5 supports the successful start of the thesis. Students will select the host institution of semester 4 from all the six consortium partners at the beginning of their thesis process.

During semester 4, students will continue to work on their Master's thesis (Module 6, 30 ECTS in total). The thesis will be monitored and supervised in terms of research methodology and disciplinary content. It is the objective that all thesis projects will be commissioned by relevant industries. In this perspective, an internship in a company or in a research group can be organized for students who lack work experience in the field. It can be integrated into the Master's thesis process: students can work in a company or an organization with their thesis project, and hence the integration of an internship component is possible. This adds to the flexibility of the degree programme. The last component of Module 5 complements semester 4.

The thesis process culminates in a jointly organized Capstone-Hackathon event, where all learning is put into practice throughout a team-based competition with industry collaboration. The Master's thesis is submitted to an official online plagiarism check and to the assessment according to the institutional and national policies of Haaga-Helia and Finland. This encompasses a mandatory maturity test prior to the approval of the thesis, in the form of an essay.

The two specialization modules offer genuinely distinct study pathways, with a technically oriented option 1 at TUKE and a transdisciplinary course combination as the option 2 in USE. Specialization options have been developed with the viewpoint of various business requirements (business fields and job profiles), and they are defined by AI technologies (MLOs, data science) and/or the development phase in business (identifying value, designing, leading a project, selling the product to management).

The curricular articulation in terms of core Modules 1-4, the Transversal Module 5 and the thesis in Module 6 is described below, with the studies of Module 5 highlighted in yellow (22 ECTS in total):

Semester 1	ECTS
<i>AI for Business - General</i>	
Orientation to Ulysseus AI 0 AI in Modern Business 5	
Management of Digital Service Development	5
Mathematical Principles of AI	5
Data Analytics	5
Academic Writing	2
Evolving Organizations OR	5
Learning Culture in Organizations	
Applied Design Research 1	3
	<hr/>
	30

Semester 2	ECTS
<i>AI for Business - Advanced</i>	
Programming Techniques	5
Data and Information Management	5
Smart Systems and Machine Learning	4
Operational Excellence	5
Data Economy	5
AI Innovation Project	5
Applied Design Research 2	1
	<hr/>
	30

Semester 3, specialization 1 (TUKE)	ECTS
<i>Artificial Intelligence Methods</i>	
Deep Learning	6
Computer Vision	6
Advanced Data Analysis Methods	6
Knowledge Discovery	6
Applied Design Research 3	1
Thesis part 1 A	5
	<hr/>
	30

Semester 3, specialization 2 (USE)	ECTS
<i>AI Under a Multidisciplinary Perspective</i>	
Automating Business Processes Using AI	4
Marketing Data Analysis and Trend Prediction	4
AI Application in Human Resource Management	4
Recommendation and Personalization Systems	4
Security and Fraud Detection in Business Transactions	4
Advanced Data Analysis to Identify Patterns and Trends	4
Applied Design Research 3	1
Thesis part 1 A	5
	<hr/>
	30

Semester 4	ECTS
Digital Ethics	5
Capstone Hackathon:	0

Collaborative Solutions for Industry

Thesis part 1B

5

Thesis part 2

10

Thesis part 3 (includes Hackathon)

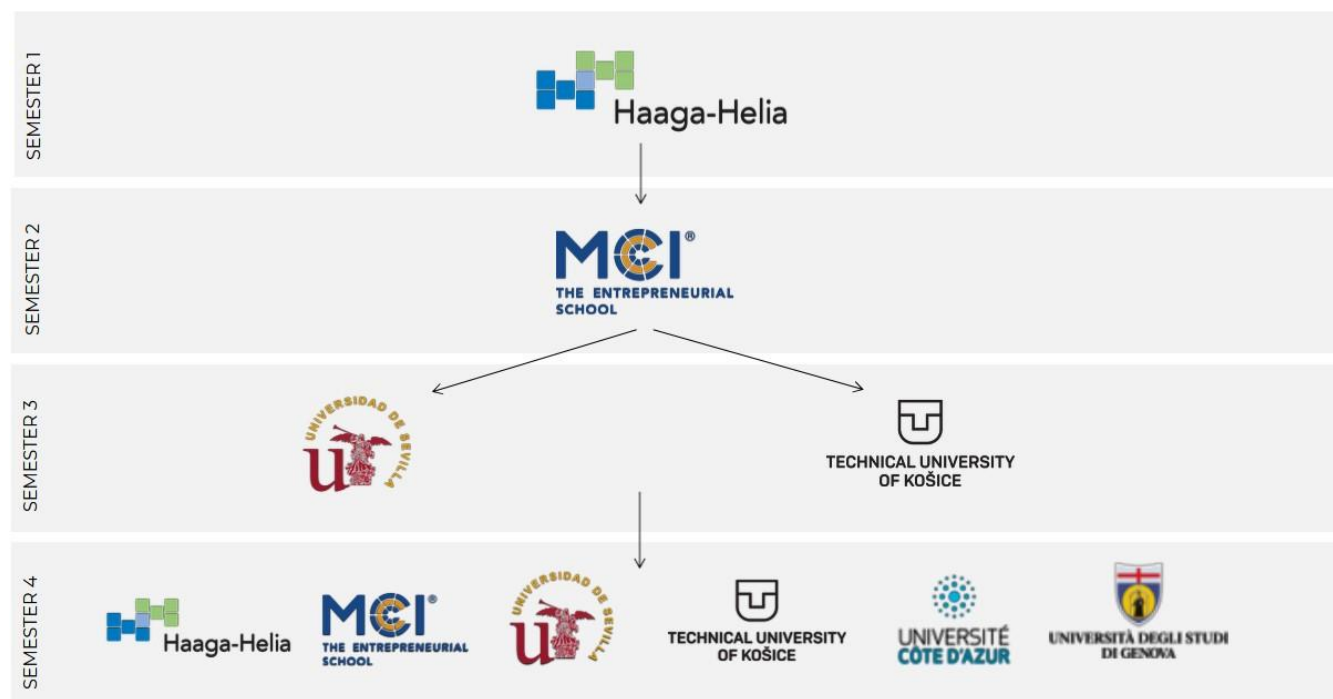
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Mobility of students, academics, and administrative staff

Students

Figure 7 UlysseusAI students' physical mobility scheme



Academics

The Council conclusions on enhancing teachers' and trainers' mobility invite Member States to motivate education and training institutions to embed teachers' and trainers' mobility in their learning, development, and internationalization strategies.

UlysseusAI will promote mobility of teachers to:

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

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

Administrative staff

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

The Ulysseus Green Mobility and Sustainability Principles

To promote environmental responsibility, thus helping to tackle climate and environment-related challenges, Ulysseus has adopted a set of green principles and practical measures for energy use in activities and structures, and for sustainable and smart mobility, thus contributing to develop the Green Deal Mobility Scheme.

Ulysseus green and sustainability principles, to be followed by students, teachers, and non-academic staff of UlysseusAI, are:

- Reduced carbon footprint: Favor the adoption of means of transport that have a smaller carbon footprint (whenever possible, carbon neutral mobility will be preferred).
- Eco-friendly travel: Promote the use of more sustainable alternatives to flying and ecofriendly travel and stay in all project activities, even though they may entail additional financial costs and require more travel time.
- Sustainable materials: Foster the purchase and use of sustainable alternatives to single-use plastics and consumable items, including reusable, recyclable, or biodegradable materials, giving preference to suppliers following a circular economy business model.
- Sustainable logistics: When physical attendance is required, integrate sustainability considerations in all logistics operations (choice of venue, travel arrangements, accommodation, catering, handouts, and printable materials), at the same time prioritizing locations that can be more easily reached by low-carbon transportation.
- Promote online activities: Encourage the use of online tools (e.g. videoconferencing) when physical mobility is not essential and provide the Ulysseus Community with the infrastructure, resources, and training to harness the full potential of digital technology.

3.2 Credits and workload

UlysseusAI complies with the ECTS system, awarding credits based on defined learning outcomes and their associated workload. The degree programme has a workload of 120 ECTS (60 ECTS per year), whereby one credit is the equivalent of 25 to 30 hours of study, in line with Bologna process practices across the EHEA, based on the ECTS Users' guide.

The use of ECTS by all partners in Europe and most outside Europe makes it possible to create and document learning pathways, allowing better flexibility and comparability. The allocation of workload has been jointly agreed and distributed effectively and equitably for students according to ECTS, no matter what their mobility pathways will be in different modules according to UlysseusAI study plan. The student workload per one ECTS point is defined as follows by the partners delivering courses:

HH: 26 hours; MCI: 25 hours; TUKE: 25 hours; USE: 25 hours

Strengths, Weaknesses, Opportunities and Threats identified

In the joint design of a new European degree in the context of a rapidly evolving and much-debated field, it is important to consider all the aspects that add value to the academic endeavour or that may generate risks. They are presented below in the form of a traditional SWOT analysis.

The analysis of weaknesses and threats will enable the degree developers to address those challenges in a systematic manner already during the accreditation and preparation phases. Furthermore, identification of strengths and opportunities will facilitate the marketing of UlysseusAI and enhance the co-creation process across partners.

It is noteworthy that some aspects may represent either a positive or a negative effect on the degree delivery: the challenging nature of the degree, the rapid evolution of AI requiring ongoing curriculum development, the mandatory mobility semesters, or the diversity of backgrounds of potential applicants. It is important to take this into consideration

by providing solid student support services, by maintaining continuous development work and cooperation across partners, and by nurturing a functional communication culture in the consortium.

In terms of administrative challenges, the Ulyseus alliance has undertaken a set of collaborative measures to streamline joint education: the Joint Educational Committee, The Board of Academic Recognition, the Ulyseus Committee for Joint Programmes, and a working group addressing the issues related to sustainable and transparent allocation of funds.

<p>Strengths</p> <ul style="list-style-type: none"> • A very motivating combination of studies offered by leading experts in a genuinely international setting. • A field of study that is rapidly evolving and offers excellent career options. • The degree aims at business transformation, whilst many AI degrees focus mostly on technology. • Admission is possible with a broad selection of academic backgrounds. • All students will already have work experience when they enter the degree studies. • A new degree structure of 120 ECTS in the Finnish UAS context. • Excellent networks for corporate collaboration throughout the cooperation with Associated partners. • Jointness enabled by the Ulyseus alliance creates a combination that none of the partners could offer on its own. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Completing studies successfully will require continuous effort and rigor which may be difficult for some students. • Students from different countries, cultural and educational backgrounds may encounter challenges in adjusting themselves to a new environment. • The funding scheme of European joint degrees is complicated and will necessitate thorough development work. • The programme includes also selfdirected studies that may be challenging at the start and require time to become internalized.
<p>Opportunities</p> <ul style="list-style-type: none"> • The degree is challenging (an opportunity and a weakness, depending 	<p>Threats</p> <ul style="list-style-type: none"> • Administrative challenges related to the different national legislations and

<ul style="list-style-type: none"> on the academic competencies of students). <p>Emphasis can also be put on educating students towards a “life-long learning attitude”, rather than concentrating only on the details of some AI tools used today.</p> <ul style="list-style-type: none"> Mobility periods provide students with solid internationalization skills and an immersion in a multicultural study group and contexts: European citizenship will be enhanced. Team building, communication and cooperation skills will be enhanced by studies conducted together in different countries. Interdisciplinarity of the programme and a broad range of expertise in an alliance of research universities, UAS institutions and a technical university. Two genuinely distinct specialization options. Possibility for students to participate in other educational activities of Ulyseus. Possibility to conduct a researchoriented thesis or a development project with a more pragmatic approach. Excellent opportunities for researchers and lecturers from all partners to contribute to the richness of the degree throughout staff mobility, intensive weeks, and other educational offers of Ulyseus. 	<ul style="list-style-type: none"> institutional rules generate various administrative tasks and necessitate a lot of coordination that takes time from the Academic Steering Committee. A rapidly changing technological field such as AI requires ongoing curricular work. By the time the programme is having the first graduates, new advances and disruptive technologies will be available. Students may be tempted to leave studies before graduation, when interesting job prospects arise across various corporate projects. Student administration protocols are different in partner institutions, which may be frustrating at start.
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4. Joint Admission and Recognition of Prior Learning

4.1 Joint Admission

UlyseusAI is a joint degree coordinated by HH which is the single-entry point to the degree. Therefore, the entry requirements and admission criteria for the programme have been formulated upon the national and institutional regulations and legislation mandatory for HH. They are common for all applicants, regardless of the country of origin.

The requirements and criteria will be made available together with the joint application procedure on the future UlyseusAI website.

Student access profile and minimum requirements for access to the selection process

UlyseusAI has been designed for people intended to work in the field of business applications of artificial intelligence. General requirements for Access:

Applicants should have a university qualification corresponding to a Bachelor's degree (EQF level 6) or higher according to the following options:

- *Bachelor's or other applicable degree in an institution of higher education in the fields of the study option (ICT or Business) and at minimum two years (24 months) of general work experience (not general) after completing the Bachelor's degree before 31 December 2024.*
- *The Bachelor's degree has to contain at minimum 15 ECTS ICT studies and at minimum 20 ECTS business studies.*

OR

- *Applicable Bachelor's or other applicable degree in an institution of higher education and two years (24 months) of work experience in the fields of the study option (ICT or Business) before 31 December 2024. The applicant has to define in the application that the skills gained at working life or in additional studies are equivalent to a minimum of 15 ECTS in ICT studies and to a minimum of 20 ECTS in business studies.*

OR

- *Applicable Bachelor's or other applicable degree in institution of higher education in the fields of the study option (ICT or Business) and at minimum two years (24 months) of work experience in the fields of the study option (ICT or Business) after the Bachelor's degree before 31 December 2024. The Bachelor's degree has to contain a minimum of 15 ECTS in ICT studies and a minimum of 20 ECTS in business studies, or the applicant has to define in the application that the skills gained at working life or additional studies are equivalent to a minimum of 15 ECTS in ICT studies and to a minimum of 20 ECTS in business studies.*

Bachelor's and Master's level studies can be considered as additional studies.

English level corresponding to B2, according to the CEFR (Common European Framework of Reference for Languages), proof of which must be provided as a supporting document. Candidates from countries where English is not an official language must demonstrate their knowledge of English by proving that they have received their education in English, or with a certified language level equivalent to B2 using the CEFR by one of the following options and grades:

- IELTS: a minimum total score of 6.0
 - TOEFL (iBT): a minimum total score of 83 (at maximum two years old)
 - PTE Academic: a minimum total score of 67
 - Cambridge C1 Advanced: a minimum total score of 170
 - Cambridge C2 Proficiency: a minimum total score of 170
 - ACLES C1: a minimum 50 % of the total score of every section
- National Certificate of Language Proficiency (YKI) English: Grade 4 or higher on all the subtests (speaking, listening comprehension, writing, and reading comprehension)
 - Higher education degree completed in English in an EU/EEA country, Australia, Canada, New Zealand, Switzerland, United Kingdom, or the United States
 - Upper secondary degree completed in English in an EU/EEA country, Australia, Canada, New Zealand, Switzerland, United Kingdom, or the United States
 - One of the following grades in the Finnish Matriculation Examination, European Baccalaureate, International Baccalaureate or Reifeprüfung/DIA:
 - Finnish Matriculation Examination: English advanced syllabus with a minimum grade Magna cum laude
 - International Baccalaureate completed in English
 - International Baccalaureate diploma: grade 4 in higher level English
 - European Baccalaureate: at least grade 6.00 in L2-level English
 - Reifeprüfung/DIA completed diploma: at least grade 7 in advanced English

Only the tests listed above will be accepted. There are no expiration dates, but the language test results must be verifiable from the online verification service of the organizer. If the test scores can no longer be verified, the test is not valid. The applicant should make sure that the test results are not too old. If the applicant is unsure and the test results are more than 2 years old, it is advised to retake the test.

The applicant has to submit a certificate on their previous degrees in the application form section where previous studies are to be declared. The applicant must attach a document that shows the language of the degree.

Application procedure and documentation

All applications for admission will be submitted online, through the only official application portal of all Finnish higher education institutions: <https://opintopolku.fi/konfo/en/>. The name of the portal is Opintopolku in Finnish and Studyinfo in English, and the information is available in both languages. The website provides the information to upload supporting documents that are required at the time of the online application. Information on application and admission will moreover be available on the websites of Haaga-Helia and Ulyseus.

Considerations about the qualifications:

For applicants coming from EHEA universities (including the Ulyseus university partners), Bachelor's degrees will be automatically recognized, according to the Lisbon Recognition Convention and the Ulyseus Academic Recognition Agreement (see additional **Annex 16**).

Applicants with a Bachelor-equivalent qualification issued by a non-EHEA HEI must provide a document issued by their university that certifies the level of studies of the applicant and stating that the diploma allows the applicant to access to Master studies. Applicants need to present officially certified copies and translations into English of their diplomas and grades and an official certificate of the ECTS content of the subjects.

Successful admission to UlyseusAI does not imply that the applicant's previous qualification has been validated to a comparable EHEA qualification entitling rights or granted recognition for any other purposes than access to this Master's degree programme.

Documentation to be submitted to the Studyinfo.fi online application portal:

- Proof of B2 (CEFR) English proficiency (see the lists of the tests above)
- Work certificates adding up to a minimum of two years of related work experience obtained after the Bachelor's degree.
- A CV displaying one's studies and work experience, to be completed according to the instructions and the template available in Opintopolku.fi.
- A motivation letter explaining why the applicant has selected this degree programme, describing purposes and interests, and showcasing the relevance of one's studies and work experience within the intended Master's degree.

Selection Process

Haaga-Helia Admission Services holds the main responsibility of the application and admission process. After closing the deadline for applications, the Haaga-Helia Admission Services will check the eligibility of the applicants upon the documentation submitted to Studyinfo.fi.

The admission policy is intended to ensure equal opportunity of access for qualified European and Third country applicants. It is the responsibility of the Haaga-Helia Admission Services, representing the coordinating institution, to process the documents submitted by the applicants to be invited to the interview and to forward them to the Selection Jury. The Selection Jury consists of academic representatives of all partner institutions of UlyseusAI. There will be one representative per partner institution, and two representatives of the associated partners as well.

Based on the list of eligible applicants obtained from the Admission Services of HH, Haaga-Helia Master secretariat and the Selection Jury organize an online entrance examination for eligible applicants. Detailed instructions on the arrangements of the exam will be provided for all eligible applicants.

After the entrance examination, the Admission Services will provide to the Selection Jury a list of the best 60 applicants. They will be selected for the second evaluation round that will be the interview with the Selection Jury. The result of the interview will add up to 50 points to the applicant's score. In the interview, the basic academic background of the

applicant, the relevance of work experience, transversal skills, motivation, communication skills, and the level of English will be evaluated.

Upon the results of the entrance examination and the interview, the Selection Jury, assisted by the Master Secretariat, will rank the eligible applications.

Parts and Scores of the Selection Process:

- o Multi-choice task 10/50 points
 1. Part A: min 4 points, max 20 points
 2. Part B: min. 3 points, max. 15 points
 3. Part C: min. 3 points, max. 15 points o interview 10/50 points
- o The whole: maximum 100 points and the lowest passed score 20 points. In order to pass the entrance examination, the applicant has to get at minimum the lowest score from each part and section of the entrance exam.

Based on the outcome of the Selection Jury, the Admission Services will add in Opintopolku.fi (Studyinfo.fi) the information on the 30 successful applicants who can be accepted into the programme, as well as a reserve list. The outcome of the application process will be informed also to non-successful applicants.

All applicants will receive an email with a link to the admission results letter when all the results have been published. In the results letter, the applicant will also find their points and the lowest score for gaining admission.

The applicant must accept the offer of admission by the given deadline, or they will lose the study offer. Applicants can accept only one offer of admission per academic term. Accepting an offer of admission is a binding choice, and the choice cannot be changed later.

Accepted students must enrol as present or absent for each academic year by the given deadline. Without the enrolment in the given timeframe, the applicant/student will lose their study right.

Transparency of the access and admission

To guarantee the transparency of the access and admission processes, the information on the call for the upcoming academic year is available on the Ulyseus website where a section is reserved for UlyseusAI, on the Haaga-Helia website and on the Finnish national portal <https://www.opintopolku.fi/konfo/en>. Information on the application and admission processes is available for applicants and eventually, for accepted students, on the Opintopolku portal.

Equal Opportunities Policy

UlyseusAI is committed to foster diversity, inclusiveness and gender equality, through admission measures for all categories of disadvantaged or discriminated groups (ethnic minorities, people with migration background, or with disability, people from poor families, or students of low qualified parents, among others). UlyseusAI will facilitate recognition of qualifications and prior learning regardless of different cultural backgrounds, to improve social inclusion and diversity.

4.2 Recognition of Prior Learning

All Ulyseus partner universities have internal regulations and procedures for the recognition of qualifications and periods of study (including recognition of prior learning) (see **Annex 8**).

Ulyseus accepts the recognition of qualifications and prior learning, including professional experience, for Ulyseus accredited Master's, or non-accredited course work. The number of credits recognized is in function of the QF-EHEA level of studies conducted and of their compatibility with the course contents of UlyseusAI as defined in the Intended Learning Outcomes, within the limitations of in force national regulations on academic recognition. Recognition of non-formal and informal learning takes place upon assessment and evaluation of the obtained learning outcomes, defined in the curriculum of UlyseusAI.

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

- The Lisbon Recognition Convention and its subsidiary texts: *Convention on the Recognition of Qualifications concerning Higher Education in the European Region*. Available at <https://rm.coe.int/168007f2c7>.
- The European Recognition Manual, available at Microsoft Word – European Recognition Manual Second Edition FIN 17.3.2016.docx (enic-naric.net).
- The QF-EHEA framework and the ESG (European Standards and Guidelines for quality assurance in higher education) provided for the European Higher Education Area, available at: Microsoft Word - AppendixIII.docx (ehea.info) ;
European_Standards_and_Guidelines_for_Quality_Assurance_in_the_EHEA_2015_MC_6 13727.pdf.
- The ECTS Users' Guide that provides the framework for student mobility with its respective documents, namely guidelines on the Learning Agreement. Available at ECTS users' guide - Publications Office of the EU (europa.eu).
- The DEQAR database provided by the European Quality Assurance Register for Higher Education (EQAR), available at Database of External Quality Assurance Results – EQAR.
- The Council Recommendation on automatic recognition, available at Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (europa.eu).

Based on the above references, the Ulyseus Alliance has defined a “Framework Agreement on Academic Recognition” (see additional **Annex 16**), with the aim of reducing existing administrative barriers and obstacles of academic recognition of qualifications and credits earned. The overarching objective is to promote flexibility of learning and mobility of students, with smooth academic recognition based on mutual trust between Institutions and the European principles on higher education and its quality assurance, underpinned by the objective of equality and transparency of processes.

Within the Agreement, Academic Recognition is defined, in this agreement and its annexes, according to the Lisbon Recognition Convention and the 2018 Council Recommendation on automatic mutual recognition, as an overarching process that refers to:

- Automatic recognition for access in the admission process, based on the key principle that a higher education qualification awarded in one Member State is automatically recognized at the same level for the purpose of accessing further studies at any other Ulyseus partner Institutions, both without adding a specific recognition procedure and without prejudice to the hosting Institution for setting specific evaluation and admission criteria for specific programmes.
- Recognition of learning periods abroad: Outcomes of study periods abroad, including regular subjects and Ulyseus “Educational Activities” (see additional **Annex 18**) will be fully recognized by the Ulyseus home Institution, as agreed beforehand in a learning agreement and confirmed in the transcript of records, or a certificate of completion of the study period, in line with the ECTS system.
- Recognition of prior learning and work experience: Learning outcomes from formal education or non-formal and informal learning, as well as work experience, may lead to full or partial recognition for the degree that the student is completing or will complete and seeks to get recognized, according to the process of the Ulyseus home and/or host Institution as well as the national regulations in force.

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

The agreement also defines the **Ulyseus Academic Recognition Board**, composed by one representative per partner, to ensure coordination between the authorities responsible for academic recognition at the Ulyseus partner, and will be in charge of:

- coordinating with the academic bodies responsible for recognition at each Ulysseus partner university, to promote flexible and automatic academic recognition within Ulysseus. The Ulysseus Academic Recognition Board will assist the UlysseusAI Selection Committee, when necessary.
- updating the framework agreement and its annexes, when needed.
- representing Ulysseus alliance in relevant academic fora related to recognition.
- providing and disseminating information about academic recognition in Ulysseus.
- reporting about academic recognition issues to the Ulysseus General Committee after each meeting.
- any other task related to academic recognition within Ulysseus, if needed.

In addition to the Framework Agreement, partner Universities cooperate on an “Academic Recognition Working Document” with the information of the processes for - and limits of – prior learning that can be recognized in every Ulysseus University, including previous qualifications, work experience and informal and non-formal learning. This document does not overrule national and institutional regulations related to recognition. Apart from progressing towards unified, automatic, and flexible academic recognition processes within Ulysseus, this document will constitute a useful tool for any academic recognition request coming from non-Ulysseus students. This is especially important when it comes to recognition of qualifications and prior learning to students with different cultural backgrounds, in order to improve social inclusion and diversity.

The UlysseusAI Student's Handbook will contain the necessary documents and instructions on possibilities of recognition of studies, designed in alignment with respective documents and procedures in other Ulysseus joint programmes. Applications on recognition will be handled with the Guidance Counsellors at the beginning of studies when the individual Study Plans are designed. Decisions are made by the Academic Steering Committee of UlysseusAI, in cooperation with the Guidance Counsellors and institutional bodies of partners in charge of recognition decisions.

5. Learning, Teaching and Assessment

5.1 Learning and Teaching

Ulysseus European University aims at outward-looking, transdisciplinary, student-centred, flexible, and work-based pedagogics that create strong and durable connections between academy, government, industry, and civil society. Student-centred pedagogy is visible e.g. in individual study plans where working life connections and international networks are manifested in unique ways. Students will design their study plan at the beginning of Semester 1, during the orientation days.

Strong ties between students' individual study paths and surrounding communities from the beginning of studies to graduation ensure continuous development of working life, of the curriculum and of competencies. Social cohesion and respect of human rights are an essential part of Ulysseus pedagogics. These principles are visible e.g. in promoting inclusion, accessibility, universal design, and participation and learning of all students in all practices in all learning environments including digital platforms. Enhancing these inclusive practices is under the responsibility of all teachers.

Ulysseus has an “Innovative Learning Solutions Programme for Teachers”, led by HH. Benchmarking and joint development activities have been conducted, in order to plan workshops and online courses for teachers (by using the Digital Platform) as well as an “Intercampus pedagogical mentoring Handbook”.

The Ulysseus Virtual Environment for Learning, Teaching, and Assessment

The Ulysseus Digital Platform is the virtual environment for teaching and learning. It will provide virtual classrooms, e-learning/assessing spaces for students (i.e., Ulysseus Moodle), and teachers (i.e., pedagogical competence courses) as well as collaborative workspaces (i.e., for lecturers' transnational teams to organize their teaching, for students' collaborative projects, for COIL projects among lecturers and students at different Ulysseus institutions).

5.2 Assessment of Students

Grading system and assessment criteria

The consortium has approved an equivalence table between the alliance-level grading system and the corresponding EHEA and national systems (**Table 4**). Grades obtained in partner institutions will be entered into the local study registers according to the institutional process and transformed into the alliance-level system. This will allow a fluid communication among the teachers and administrative staff of the partner universities concerning students' transcript of records. Ulyseus joint degrees will use a grading system with an assessment scale from 0 to 100%.

In general, to obtain a pass mark on every course, students must achieve 50% or above, unless specified differently by the academic regulation of the partner university delivering the course. Module description tables provided in **Annex 5** include the module workload, general objective, intended learning outcomes, the main module contents, teaching and learning methodology, and the assessment methods. Once deployed, the course guidebooks will also include the percentage weight of every assessment on the total course score.

The UlyseusAI will establish a transparent compensation policy before the start of the joint programme. In general, students failing to pass individual taught modules will be able to present for supplemental examination or re-submit required work.

Table 4 The UlyseusAI grading system and its equivalence to the EHEA and national grading systems

	Fail	Suffi- cient	Satisfac- tory	Good	Very Good	Excellent	Excep- tional
ECTS	FX-F	E	D	C	B	A	A+
Ulyseus AI	0-49 %	50-59%	60-69%	70-79%	80-89%	90-99%	100%
Spain	0-4,9 Suspenso	5-5.9 Aprobado	6-6.9 Aprobado	7-7.9 Notable	8-8.9 Notable	9-9.9 Sobresali- ente	10 Matrícula de Honor
France	0-9.9	10-10.9	11-11.9	12-13.9	14-15.9	16-17.9	18-20
Italy	0-17.9	18-22	23-25	26-27	28-29	30	30L
Italy (gradu- ation marks)		66-83	84-94	94-102	103-109	110	110L
Slovakia I	Nevyhovél	Dobrý	Dobrý	Vel'mi do- brý	Vel'mi dobrý	Výborný	N.A.
Slovakia II	FX	E	D	C	B	B	A+
Slovakia III	4	3	2.5	2.5	2	1.5	1
Slovakia IV	Fail	Good/M	Good	Very Good/M	Very Good	Excellent/M	Excellent
Austria	5	4	4	3	2	1	1
Finland	Hylätty /Fail (0-0,9)	Välttävä/ Fair (1-1,9)	Tyydyt- tävä/Satis- factory (2,0- 2,9)	Hyvä/ Good (3-3,9)	Erittäin hyvä/ Very good (4-4,9)	Kiitettävä/ Excellent (5)	N.A.

Fit-for-purpose assessment

According to the aligned teaching principles, UlyseusAI teaching teams will use “Fit-for-purpose” assessment methods of learning outcomes. These methods are well-suited to what is being assessed (i.e., the capabilities at the level required) in the particular context. The assessment will provide students with opportunities to give evidence of their skills and competences related to the Intended Learning Outcomes.

In the UlyseusAI joint programme, the assessment is competence-based. It refers to the screening of student performance across a variety of components for assessment (see below) towards the Intended Learning Outcomes of each course. The Academic Steering Committee is the body streamlining the assessment on the programme level, whilst the teaching teams in each module will assess students' performance according to the guidelines defined in the module and course descriptions (**Annexes 5 & 6**).

This focus on learning outcomes calls for the use of ‘continuous/formative assessment’, which evaluates student progress throughout the programme of study rather than a “single/summative assessment” at the end of a programme. For both single and continuous assessment, alternative assessment methods, alongside with more traditional examinations or academic writing, will be promoted. A database of assessment methods is being developed and will be used to ensure an innovative approach to assessment on both group and individual assessment.

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

- Time-limited open-book or take-home examinations
- Pre-release of materials for students to work on prior to synchronous assessment (Flipped classroom methods)
- Asynchronous online assessments, which are less susceptible to variation in contexts and time zones
- Essays
- Project assignments
- Reports (i.e., a research-based report, a research-informed position paper, or an "in company report")
- e-Portfolios
- For small group activity assessment: proposal documentation, research reports, prototyping, oral presentations, pitching, and peer feedback, among others.

Module description tables provided in **Annex 6** include the module workload, general objectives, intended learning outcomes, the main module contents, as well as the teaching and learning methodology and assessment methods.

The pedagogical development of UlyseusAI, including continuous reflection on principles and methods of assessment, will benefit of the extensive pedagogical expertise in Ulyseus institutions and of the mentoring programme for teachers available to all teachers in UlyseusAI.

Addressing the Diversity of Students

In line with EU policies on equality and non-discrimination, as well as with related EU strategies and policies in Education, Research, and Innovation, UlyseusAI is committed to foster diversity, inclusiveness, and gender equality throughout the learning process and the daily life of the students. Additional information is available, e.g., on <https://www.haaga-helia.fi/en/individualarrangements-entrance-examination>, or on <https://www.haaga-helia.fi/en/special-needsteachers> and <https://libguides.haaga-helia.fi/diverselearner>.

All university partners have practices and guidelines to address students with special needs. On top of that, Ulyseus is developing a “Special Needs Programme” with the aim to attend to the diversity of students and their needs, enabling flexible learning paths; flexibly use a variety of pedagogical methods; regularly evaluate and adjusts the modes of delivery and pedagogical methods; encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher; promote mutual respect within the learner–teacher relationship and have appropriate procedures for dealing with students' complaints. (Mob4All@Ulyseus – Promoting the transnational mobility of students with special needs).

6. Student Support

Joint Ulysseus student support services

The following services, guides and programmes are part of the joint student support framework in Ulysseus:

Students' support services:

1. The UlysseusAI academic governance and management structure, with the Academic Steering Committee, the Internal QA Committee, and the Master Secretariat, and associated Ulysseus and local bodies.
2. The Ulysseus Central Management Office, including:
 - The Ulysseus Dissemination Unit (sited at the Central Coordination Unit in Seville) for general promotion of the academic offer, inclusion of a specific web page for UlysseusAI in the Ulysseus portal, and update of the application system. They will also support networking and socialization of UlysseusAI students, by providing social media platforms (i.e., Instagram, X, Facebook, LinkedIn) and canalize the inbox for students' suggestions, complaints, and contributions of the Master web page.
 - The International Centre of the Ulysseus includes a Mobility Office (Innsbruck, Austria), which is responsible for the Mobility Programmes for student, faculty, and staff (including the Green Deal Mobility Scheme), the Welcome Programme, and the promotion of the implementation of the European Student Card.
3. The Ulysseus Student Association, to be coordinated by TUKE, will participate in Ulysseus joint programmes by providing broad support and mentoring to all Ulysseus students. They will participate in the Ambassadors' programme (see below).
4. The forecasted UlysseusAI students' network, composed by alumni and current students, and supported by the digitalization unit and social media (see above), will provide mentoring to students, and networking and advice to find a job.

Support guides and programmes:

5. The Ulysseus welcome guide for incoming Ulysseus and international students, researchers, faculties, and non-academic staff. Welcome weeks and sessions will be organized at every partner university to facilitate the initial students' integration, including guided visits to the university facilities.
6. The Ulysseus ambassadors' programme, a student tutor for mentoring incoming students to integrate them in the academic, linguistic, cultural, and social environment of the host institutions.
7. The Ulysseus Career Guidance Programme, to help students to decide their academic itinerary, either professionally or research oriented. A mentor will be assigned to each Ulysseus student to advise them during the courses and provide guidance whenever necessary.
8. The Ulysseus Language courses. Provided by the Ulysseus Digital Platform or on-site, they will promote plurilingualism and multiculturalism.
9. The Ulysseus International Mobility Guide and Ulysseus Green Mobility Scheme, that will help students to move around the Ulysseus Campus freely and sustainably.
10. The Ulysseus Special Needs Programme, to help students with special academic needs.
11. The Ulysseus Mobility for All Programme (Mob4All@Ulysseus – Promoting the transnational mobility of students with special needs).
12. The Ulysseus Gender Equality Programme, for gender balance mainstreaming
13. A joint graduation ceremony, in which all successful students will receive their diplomas, will be organized either online or on-site on a rotational basis.

Individual partner universities support services

Haaga-Helia UAS as the coordinating institution

Appointed guidance counsellors in Haaga-Helia work in close cooperation with the academic coordinator, students, and the contact persons in partner universities. The guidance counselling process in UlyseusAI aligns with same principles as for all Haaga-Helia Master students:

- 1) Orientation in the beginning of studies with Guidance Counsellors. In UlyseusAI, the Academic and Administrative Coordinators of the degree programme will participate in the orientation. 2) Online self-study material for principles and practices in studying to support the beginning and the first study year; and the Student's Handbook.
- 3) Clear communication process as the basis for guidance counselling.

All UlyseusAI students will sign a Student Agreement with Haaga-Helia as the coordinating institution. The agreement defines the rights and responsibilities of the student throughout the study cycle.

HH staff and students are required to comply with Haaga-Helia's Equality Plan (<https://julkaisut.haaga-helia.fi/equality-plan-2021-2023/>.) At HH, the student has the following services available free of charge. All services are confidential.

- HH actively promotes The Safer Space approach to support student and staff wellbeing. Trained mediators help students to resolve situations of harassment, discrimination, and bullying. (<https://www.haaga-helia.fi/en/guidance-wellbeing/safer-space>).
- Admission Services advise on degree student admissions procedures, handle degree student applications, issue decisions on admissions, and provide proof of acceptance to applicants. For more information, see: <https://www.haaga-helia.fi/en/contact/admissionservices>. Please note that residence permits and visa applications are handled by the Finnish Immigration Service <https://migri.fi/en/home>. HH does not provide specific guidance on immigration and visa matters.
- The Guidance Counsellor assists with planning of the Master's studies and guides the student to additional services when needed. Special attention is given for UlyseusAI degree students' peer support and group building during the first study year, and at the later stages of international mobility semesters and thesis process.
- Lecturers and thesis supervisors support students in their study choices and progression.
- Study Services give information and guidance in questions regarding study practicalities, study right, study certificates and graduation process. They also provide technical support in preparing the electronic study plan.
- A special website is designed to support all international students of HH: Course Connect: Haaga-Helia Support for International Students | Haaga-Helia
- Career and Recruitment Services offer students CV workshops, career planning and mentoring, job seeking guidance and various events. For more information, see <https://www.haaga-helia.fi/en/career-planning>.
- Study Psychologist supports and promotes study ability, coping and wellbeing in studies and student life. Services are meant for students who have concerns about their studies such as motivation, study skills, stress, or time management. Students can also contact the psychologist if they have mild and temporary well-being problems, like stressful life situations.
- Special Needs Teachers support and assist students with learning difficulties in, for example, reading, writing, mathematics, and concentration. They also offer support in cases of visual, hearing, and physical impairments. They also welcome students with depression, anxiety, and fear of social situations. Special needs teachers provide preliminary testing for learning difficulties, documentation entitling students to special arrangements such as extended examination time or private testing rooms.
- University Chaplain can be contacted also for non-denominational guidance in any matters affecting studies and wellbeing.

- Health care services are provided by FSHS Finnish Student Healthcare Service while residing in Finland. Students will pay a small annual fee. More information is available on <https://www.yths.fi/en/frontpage/>.
- Library and information services are available in all campus libraries. They assist with physical and electronic loans, information search and referencing. The library offers a wide electronic journal and book collection as well as traditional book loans and provides extensive online guides for study purposes.
- Study facilities for individual and group study are available on all campuses. On Pasila campus students can reserve rooms for group study and print and scan materials. HaagaHelia provides a wide variety of labs. For more information and to organize a visit, see: <https://www.haaga-helia.fi/en/hh-labs-experimental-professional-and-participatoryactivities>
- IT HelpDesk maintains Haaga-Helia computer and IT systems. It helps students and staff with IT and AV problems. Student services include provision of student accounts and passwords. For more information, visit: <https://www.haaga-helia.fi/en/helpdesk-it-services>.
- International Services are in charge of mobility services, such as student and staff exchanges, Blended Intensive Programmes (BiPs), orientation to exchange, development of multicultural competences, and mobility grants. For more information, see: <https://www.haaga-helia.fi/en/go-global>. There is an appointed Ulyseus Mobility Officer in all Ulyseus institutions.
- Student Restaurants offer inexpensive and healthy meals. The student discount is available with a *Kela* (National social security organization) meal subsidy card or a Helga student card with a valid sticker. For more information, see: <https://www.haagahelia.fi/en/student-restaurants>.
- Student Housing services are provided for degree students in the metropolitan area by *HOAS* upon application (<https://hoas.fi/en/>). For more information on housing options, see <https://www.haaga-helia.fi/en/housing>. *HOAS* stands for the Foundation of Student Housing in the Helsinki Region.
- Sports services are provided on some campuses and by Zone Sport Services. The mission of Zone Sport Services is to activate and move the community of Universities of Applied Sciences. For more information, see: <https://zonesports.fi/en/>
- Helga student union is the Haaga-Helia student body. Helga's purpose is to act as the bond for its students, promote their societal, social, intellectual and study-related interests, and their status as a part of the society. The Student Union also prepares students for an active, informed, and critical citizenship. For more information, see: <https://helga.fi/en/become-a-member/>.

MCI

MCI's student support services help students with all organizational matters relating to their studies and support them when and where they need it. As a starting point, students are advised to visit the MCI student portal at <https://www.mci4me.at/en/services/student-support>. There students can obtain helpful tips and tricks on the topics of learning & self-management, as well as scientific reading & writing. In addition, students will find the most important information regarding health insurance and other facilities relevant for their stay in Austria.

MCI Admission:

MCI admission procedures guide future MCI students through the admission process. MCI will verify their documents and check whether all admission requirements of the respective course are met.

Health Care:

Students of MCI with Austrian citizenship are usually covered by the Austrian Social Security System but have to take the necessary measures for studies or internships abroad. Foreign students who make plans for an extended stay in Austria are advised to inform themselves about the Austrian insurance system in advance. Under certain circumstances, foreign national health insurances might also pay the costs of medical treatment received in Austria. Further helpful information on the topic is provided, for example, on the Austrian Exchange Service homepage (<https://oead.at/en/>). It is possible

to take out private or travel insurance. The range of benefits differ greatly from one insurance to the other; therefore, it is advisable to enquire about the details in advance. Students need to make sure to take out insurance that covers medical treatment in the whole of Austria and that provides sufficient coverage for various types of illness and, ideally, also transport back to their home country. In most cases, travel insurance has to be taken out before coming to Austria.

Student Housing

Innsbruck is a very popular city for students. This means that finding accommodation in Innsbruck can be very time-consuming and is not always easy. Especially at the beginning of the fall semester. Students usually have to contact multiple housing providers before finding an accommodation. Nevertheless, students who are willing to invest considerable effort will be able to find a room in a shared apartment or a studio or a student dorm. Locations of all available student dorms are provided via the mci4me student portal. In addition, the Students Union (ÖH) at Innsbruck University keeps full and up-to-date lists of available flats, studio apartments etc. The service is available to both students and accommodation providers.

MCI Library Services:

MCI provides libraries and study areas with a wide selection of books, journals, magazines, and newspapers. The three libraries are also equipped with a printer/copier, a book scanner, reading desks and PC workstations. MCI offers access to an extensive digital collection of eBooks, eJournals and more from many different subject areas. This offer is constantly being expanded. All of MCI's online resources are easily accessible on and off MCI campus. To access the licensed online content remotely, students can use their usual MCI login. To complement its own library services, MCI has also a cooperation agreement with the University and State Library of Tyrol (ULB).

MCI Career Center

The MCI Career Center is a service platform offering students and graduates convenient access to internships, jobs and employment opportunities, career platforms and similar services. The MCI Career Center prepares the ground, establishes contacts and connects to MCI's institutional networks.

MCI IT Services:

MCI IT Services provide IT services and support for MCI students, teaching faculty, organizational staff as well as research. These services include the MCI website containing relevant information regarding all aspects connected to MCI studies and work, the MCI webmail system, the MCI online portals mci4me (students) and mci4faculty (teaching faculty), MCI's Sakai Learning Management System as well as MCI's webinar platform.

MCI Language Center:

In addition to the language requirements of the various curricula, the MCI Language Center offers additional elective language courses for all study programmes. Such additional foreign language qualifications on a voluntary basis strengthen students' international orientation and intercultural competence and further improve their chances on the job market. Besides German courses for incoming students the MCI Language Center particularly offers foreign language courses for Chinese, English, French, Italian, Spanish as well as sign language. All course offerings are based on students' needs and are continually extended.

Infrastructure and Study Facilities:

MCI provides numerous student workstations and workstations with PCs, copiers, printers, and scanners to offer ideal learning and working conditions. Internet services can be accessed via all freely accessible PCs or those stationed in the reference libraries and IT rooms. Further access to Internet services is possible at all MCI locations via WIFI or at partner universities via the Eduroam® service. Furthermore, a number of additional recreational areas (atrium, roof terraces, parks and green spaces) are available to students and faculty for both recreational breaks and teaching purposes (group work, discussions, etc.).

Student Restaurants

The dining hall of the University of Innsbruck is located next to the MCI Campus and open to all MCI students and faculty, offering inexpensive and balanced meals. An additional discount is granted to students upon registration with the Mensa-Club.

Sport and Leisure Time:

Situated in the heart of the alps, the two-time host of the Winter Olympics and high-end tourist destination Innsbruck provides a wealth of year-round sports and leisure opportunities. In close cooperation with the Innsbruck University

Sports Institute (USI) MCI students, lecturers, and employees have furthermore access to highly modern facilities for a broad range of sports at attractive terms and conditions.

Psychological Counselling:

Innsbruck Psychological Counselling Services for Students is an institution initiated and sponsored by the government, which is also available to MCI students. Next to free confidential counselling and supervision they also organize free workshops on different topics relevant to students such as learning how to learn, exam anxiety, final papers, relaxation techniques, etc.

Religion and Pastoral Care

In order to give MCI students, faculty and staff access to pastoral care and a church community, the MCI has been affiliated to the Roman Catholic University Parish of St. Clement in Innsbruck. Links to other religious denominations are provided at the mci4me student portal.

Students with Special Needs

MCI offers agreements on special arrangements for the selection process for students with disabilities, chronic diseases, or other forms of impairment. MCI students with disabilities or chronic diseases are furthermore entitled to alternate examination methods if they are unable to participate in the regular examination due to their impairments. It is possible, for instance, to organize for an oral instead of a written exam if students are unable to write by hand. If need be, MCI may additionally grant extra time for the completion of courses. Generally, MCI aims to offer support to students with special needs during their entire studies, including various services to ensure a most "normal" daily routine at the university.

MCI Student Union

MCI ÖH is MCI's student body (<https://oeh-mci.at/en/>). They represent students' interests within the university. This way, students can have a say in decisions and benefit from numerous services and offers that enrich their day-to-day student life. Respective services include networking, social activities including sport events, financial assistance, counselling as well as plagiarism checks of student theses.

TUKE

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

Furthermore, the centre is actively involved in primary preventive initiatives aimed at sociopathological phenomena such as substance and non-substance addictions and sexual harassment. It also makes it easier to form peer-to-peer support groups inside the academic community. Furthermore, the centre supports international students in establishing accommodations to create a positive learning environment. The centre collaborates with several organizations.

To ensure seamless delivery of its services, the centre collaborates with the barrier-free centre, faculty tutoring systems, the student information centre, and other relevant university divisions. Furthermore, it forms alliances with external domestic and international partners, particularly those specializing in counselling and aid, aligned with its mission and core activities.

USE

The International Centre

Dependent on the Vice-Rectorate for Institutional Projection and Internationalization, the International Centre of the University of Seville aims to promote the university internationally and establish relationships with other international institutions and networks. The Centre provides support for the university's international projects and hosts services to facilitate international mobility for both members of the university community and international visitors (students, professors, researchers, and administrative and service personnel).

The International Centre offers the following internationalization services:

- The International Promotion Office
- Outgoing International Mobility Unit
- Welcome/Incoming International Mobility Office
- Study Abroad and Language Policy Office
- General Office for International Projects

Service portfolio

Through its offices, the International Centre provides the following catalogue of services:

1. Support for the Vice-Rectorate for Internationalization in international relations in general.
2. Management of international mobility for students, professors, and administrative and service staff of the University of Seville; announcements, interinstitutional agreements, processing, and certificates.
3. Welcome; assistance to students, professors, researchers, and staff from other universities. Processing of study agreements, enrolment, entry and stay certificates.
4. Management of scholarship announcements for mobility, approved within the framework of international agreements or programmes.
5. Promotion and technical-administrative assistance for the preparation of academic and research international projects to be submitted in public calls and administrative and financial management of academic projects.
6. International promotion of the University of Seville, its image, visibility, and recognition.
7. Processing of agreements on international relations with universities, institutions, companies, and social agents: exchange agreements for mobilities, scholarships, international dual degrees, courses, and collaborations in general.
8. Management of postgraduate and research scholarships within the framework of international programmes from national and foreign institutions.
9. Coordination of international activities and events, initiated internally, proposed by the faculties, schools, or departments, or by members of the university community, or because of international agreements.
10. Assistance to members of foreign institutions for their integration into the University of Seville and to members of our university community for their participation in international mobility programmes.
11. Information and advice on scholarships and grants offered by external organizations to finance international activities and academic stays abroad.
12. Translation service for documents necessary for the development of international activities, agreements, and projects processed, as well as official certifications required by the university's governing bodies, centres, and university departments upon request.
13. Institutional production and communication service based on new communication and information technologies for the dissemination of content of interest for the international centre through various analogue and digital media.
14. Study Abroad: Management of courses for foreigners in Spanish language and culture and customized spring courses for foreigners.
15. Promotion and development of the language policy of the University of Seville.
16. Management of national student mobility: calls and grants from the University of Seville's Own Plan.
17. Management of the International Centre's classrooms and spaces related to international activities, language classes, and study programmes with international components.

Student support

The service for student support and assistance at the University of Seville offers a wide range of benefits.

1. Disability
 1. Advice and Technical Assistance for Students with Disabilities
 2. Proyecto Contigo (Project Contigo)
 3. Glosario en Lengua de Signos Española (Glossary in Spanish Sign Language)
 4. Scholarships and Grants
 5. Employability Programmes

6. Mobility Programmes
7. Comprehensive Plan for People with Disabilities
8. Documentation and Useful Links
2. Advice and Technical Assistance for International Students
3. Advice and Technical Assistance for the University Community in Vulnerable Situations
4. Legal Advice and Technical Assistance
5. Labor Legal Advice and Technical Assistance (Specific Collective)
6. Pedagogical Advice and Technical Assistance
7. Advice and Technical Assistance on Equality
8. Health Promotion
 1. Advice and Technical Assistance on Health
 2. Healthy University
 3. Mediation Club University Project in Health Promotion
 4. Good Practices Bank
 5. Healthy University Dining and Responsible Consumption
9. Volunteering
 1. Advice and Technical Assistance on Volunteering
 2. Gender Volunteering Network of the University of Seville
10. Vocational Guidance
11. Psychological Support
 1. Academic Performance
 2. Psychological Support
 3. Vocational Guidance
 4. Mediation Service

Table 5 Links to students' support services at all the UlysseusAI partner universities

USE	https://sacu.us.es/
UniCA	Venir étudier à Université Côte d'Azur - Université Côte d'Azur (univ-cotedazur.fr) Welcome Guide 2022 (version anglaise) by Université Côte d'Azur – Issuu 22 (version espagnole) by Université Côte d'Azur – Issuu
MCI	https://www.mci4me.at/en/services/student-support
UniGe	https://unige.it/en/unige/services
TUKE	https://www.fvt.tuke.sk/en/students/student-informations
HH	https://www.haaga-helia.fi/en/study-services https://www.haaga-helia.fi/en/guidance-1.wellbeing

7. Resources

7.1 Teaching, Administration and Service Staff

Teaching in UlysseusAI will be designed and delivered by teams of lecturers and professors who will act in continuous cooperation to ensure streamlined practices and processes throughout the study cycle. Majority of the lecturers hold a PhD in fields relevant to the objectives of the programme, with long experience in teaching on Master level as well as in corporate collaboration across established networks both in the academia and in businesses or organizations (**Annex 10** for CVs).

The composition of the UlysseusAI consortium with research universities (USE, UniCA, UniGe), universities of applied sciences (HH, MCI) and a technical university (TUKE) generates an added value to UlysseusAI since it is possible to combine theoretically oriented research outcomes to more practice-oriented business transformation endeavours in the curriculum and its delivery.

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

Enhancing Lecturers' Competencies

UlysseusAI will promote the building of transnational teaching teams, teachers' mobility, as well as innovative pedagogical methodologies and competences. UlysseusAI will benefit also of the joint process development in terms of alliance-level administration and dissemination of information, described, e.g., in sections 1.2 and 6 of this document.

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

Further alliance-level and programme-specific proposals will aim to

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

7.2 Facilities

The following Ulysseus joint facilities are relevant for this joint programme:

- The Ulysseus Digital Platform, serving digital solutions for teaching (the Ulysseus Moodle: created to host numerous courses, both for formal (i.e., joint degrees) and informal (i.e., MOOCs, short courses, language courses with free access for Ulysseus students, etc.). All the courses, of various types (synchronous, asynchronous, etc...) have teachers guiding and advising students whenever they need it.
- The platform also allows meetings and mentoring to be arranged. The Ulysseus MS Teams, the Alliance's main collaborative working tool, has been implemented. The Ulysseus Intranet (SharePoint) has been set as the Alliance's internal repository. The Match4coop application, aimed at facilitating networking and project matchmaking among researchers, has been launched. Researchers are therefore able to communicate with each other and to create networks to join forces in the distribution of information and building new partnerships around education, research, publications, and other new projects.
- The six Ulysseus Innovation Hubs. One at each partner university, they address six R&D challenges shared with our regions and cities. Hubs are connected to local nodes around each partner university, in order to consolidate the Innovation Ecosystem. The University partners have already agreed on the implementation strategy and currently they are under development.

The consortium universities all have high-quality facilities for learning, research, and innovation activities. They are presented in **Annex 20**. Updated information will be provided for students in the forthcoming UlysseusAI Student's Handbook (outline in **Annex 17**).

8. Transparency and Documentation

All relevant information on UlysseusAI will be publicly available on the website of the alliance www.ulysseus.eu where UlysseusAI has a specific section, and on the websites of partner institutions. This information will also include schedules and other practical facts on the mandatory mobilities, to unfold the possible study paths for all applicants, as well as the process of applying for recognition of learning. Partner institutions, their study options and services will moreover be presented. Information on the course catalogues of Ulysseus partner institutions and of the broad, joint study offer of Ulysseus will be available on those sites as well.

The information related to UlysseusAI will also be publicly available in the Finnish Studyinfo.fi portal, since Haaga-Helia is the single-entry point to the degree. Applicants will find there a description of the degree programme, precise admission criteria, the documentation to be submitted in the Studyinfo.fi portal, the protocol of the entrance examination and interviews, guidelines on appeals and on accepting the study place, and the dates of each part of the application process.

After the selection process, all applicants will receive an email with a link to the admission results letter when all the results have been published. In the results letter, the applicant will also find their points for the study programme and the lowest score for gaining admission. (For more precise processes of Application, see section 4.1).

At the commencement of studies for the first student cohort, the admitted students will participate in orientation days and they will get access to an extensive compilation of online material where all relevant information is available: specific information concerning the studies and their schedules; contact information to the key people; registration to courses; the instructions on how to use the online study register; study modes and literature; examinations and assessment; and student services. This information will overarch the entire study cycle of two years, including the mobility options, and it will be available in the online publication "Ulysseus Student's Handbook" (outline in **Annex 17**). It will be complemented by the online materials designed specifically to start Master studies at Haaga-Helia and Finland, available in the LMS Moodle.

Designated Guidance Counsellors will assist students throughout the orientation phase. Prior to and during mobility periods, students will have access to the corresponding information on MCI, TUKE and USE. Furthermore, complementary information on other Ulysseus partners is provided, since students have the opportunity to complete studies in other institutions alongside their core curriculum studies in UlysseusAI.

At the beginning of their degree studies, all students will sign a Student Agreement where they consent that the UlysseusAI institutions can share student data such as contact information, passport copies, or grades. All sharing of information across partners will be conducted according to the regulations of the GDPR and serve the sole purpose of facilitating the administration and management in the joint degree. No student data will be shared with other parties without the permission of the student, and all student data will be treated with confidentiality, and protected.

Transparency, documentation, and ethics in the thesis process

The joint degree planning and implementation process is underpinned by a mutual understanding of the concepts of transparency, documentation, and ethics across all partners, with aligning practices. They streamline in particular the thesis process and the publication of theses in UlysseusAI.

Partners are committed to good scientific practice and to conducting research and development in accordance with the principles of research ethics. All institutions have established guidelines on ethical conduct, and in the thesis process those of the degree-awarding institutions are particularly relevant. Relevant documentation or bodies for degree-awarding partners are the following:

HH: Responsible Conduct of Research by the Finnish National Board on Research Integrity *TENK*. The ethical guidelines of The Rectors' Conference of Finnish Universities of Applied Sciences Arene

MCI: Academic standards at the MCI USE: Ethics committee.

The thesis process of UlysseusAI is designed according to the national regulations of a Master's thesis in Finnish UAS institutions and those of the coordinating institution, HH. In the joint degree, they are endorsed by the other degree-awarding institutions. The thesis process will be conducted jointly under the coordination of the Academic Steering Committee where all partners are represented.

The student publishes their thesis in the open collection of the national Theseus online repository of Universities of Applied Sciences in Finland. If the commissioning party does not want the thesis to be published in an open collection, the thesis will be stored in the restricted collection of Theseus. In Theseus' open collection, the thesis is available online in full pdf format. The thesis saved in the restricted collection can only be read in Haaga-Helia's intranet. Thesis metadata and the abstract are openly available in both Theseus collections. However, the thesis is always a public document, so anyone has the right to request that it be read. This also applies to a thesis stored in the restricted collection.

Since the thesis is public, the thesis candidate needs to make sure that the published thesis, its abstract or other metadata do not contain information that is subject to trade secret, privacy or other confidential information.

Suspensions of plagiarism in theses are reviewed by Haaga-Helia's Thesis Ethics Committee, in a process that all degree-awarding institutions of UlysseusAI may contribute to.

In addition, UlysseusAI will engage with the principles of open science and research in accordance with both national and international principles and requirements. Through this commitment, UlysseusAI promotes openness in four areas: open operating culture, open access publishing, open data, and open education.

Diversity, equity and inclusion are core European values and also practices endorsed by all Ulysseus partners. Within the concepts, there are several dimensions that are enacted across alliance-level, institutional and programme-specific actions. Transparency and documentation are relevant in this context especially in view of equity.

Links to respective institutional documentation on diversity, equality, and inclusivity of the four partners in charge of delivering the degree or acting as a mobility partner:

- <https://julkaisut.haaga-helia.fi/equality-plan-2021-2023/>
- <https://www.mci.edu/en/university/the-mci/diversity>
- [Plan-rovnosti-prilezitosti-muzov-a-zien-na-TUKE-pre-roky-2022-2024-EN.pdf](#)
- https://igualdad.us.es/wpblog/wp-content/uploads/2021/12/III-Plan-de-Igualdad-US_20222024.pdf

9. Quality Assurance

All consortium partners of UlysseusAI have regular external and internal evaluation cycles of the programme and they are compliant with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). These evaluation cycles provide insight into the quality of training and contribute to a continuous improvement cycle by identifying points of attention. All partner universities have internal quality assurance systems (see **Annex 11**).

In the coordinating institution HH, the common organizational management and quality system frame Plan-Do-Check-Learn-Develop-Communicate ensures the coverage of quality work through all core duties and the organization. The quality system is developed proactively, based on external and internal, current and future needs with the help of feedback, assessment, bench learning and external input.

Moreover, UlysseusAI will develop a joint transnational Internal Quality Assurance System, following the ESG 2015 framework, and considering the Tuning Project Higher Education Structures in Europe (Line 5: the role of quality enhancement of the educational process – emphasizing systems based on internal quality culture) and the recommendations in the EUA Guidelines for quality enhancement in European Joint Masters Programmes to comply with the needs of a joint Master's programme. The process will be implemented and developed further by the Ulysseus Internal Quality Assurance Committee.

The UlysseusAI Internal Quality Assurance Handbook

Internal Quality assessment procedures in UlysseusAI have been agreed upon by all partners and will be integrated in the UlysseusAI Internal QA Handbook. This handbook will provide a permanent roadmap to proceed effectively and efficiently to collect data from all identified sources, to generate information and proposals for improvement.

The outline of the handbook is:

1. Policy for internal quality assurance and academic governance and management structure

Our policy for quality assurance will form part of our strategic governance and management, as described in section 1.2. The Internal Quality Assurance Committee ensures the joint programme internal quality assurance and designs improvement strategies. This committee is formed by one academic from each partner university, two representatives of the associated partners, and two students of the current edition of the joint programme. This committee will implement all the internal evaluation strategies and mechanisms.

The UlysseusAI Internal QA Committee is in contact with:

- The Ulysseus body for internal monitoring: RADAR Observatory (the Ulysseus tool for internal monitoring and foresight). The Ulysseus RADAR observatory continuously provides accurate follow up and risk management assessment of the alliance activities. It also ensures a forward looking to include new key skills and competences learning for the Ulysseus community, which is essential for the sustainability of the academic activities.
- The QA units of all partner institutions in charge of delivering tuition and awarding the degree.

2. Joint procedures and instruments

This part will include a coherent set of detailed procedures and instruments addressed to the different Master's stakeholders involved: students, alumni, teachers, administrative staff, and external stakeholders (associated partners, invited experts, other institutions or companies collaborating in traineeships, etc.) regarding:

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

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

3. Internal Quality Calendar

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

Surveys

The surveys among students, alumni, staff, and external stakeholders will allow for the identification of strengths and needs for improvements in the programme design and in the teaching methods. The different forms will be digitized and sent through the Digital Platform to evaluators in a coordinated manner by the Master's Secretariat. In particular, the content of the survey to measure graduate outcomes will be aligned to the EUROGRADUATE survey, a pilot survey funded by the Erasmus + programme.

The HH-level Feedback system for Master-level students is composed of an Applicant Survey (conducted by Admission Services), Study Feedback Survey, Master Student Survey, AVOP Graduate Survey, Alumni Survey, and Career Monitoring Survey.

External Quality Assurance

UlysseusAI will undergo external quality assurance according to the European Approach, in cooperation with the EQAR-listed agency AQAS from Cologne, Germany (Agency for Quality Assurance through Accreditation of Study Programmes). In case of a positive outcome, the accreditation by the AQAS will be acknowledged for MCI by the AQ Austria (Agency for Quality Assurance and Accreditation Austria), and for USE by the ACCUA in Andalusia (Agencia para la Calidad Científica y Universitaria de Andalucía).

As an exception to many European countries, the Finnish quality assurance agency FINEEC does not conduct programme-level accreditations. That is the reason for undertaking the accreditation process in cooperation with a non-Finnish agency. However, HH and all Finnish HEI are by law (UAS Act) required to regularly go through external institutional evaluation, which is conducted by regular FINEEC audits. One of the purposes of the auditing process is to "evaluate whether the quality work in the HEI meets the European quality assurance standards". HH completed the audit successfully in 2023 (validity for six years).