

Délibération portant

Sur la demande de modification des calendriers universitaires 2025/2026 de l'UFR Droit, AES et Administration publique, l'UFR des Sciences et l'UFR SEGGAT

COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE  
DU CONSEIL ACADEMIQUE  
Réunion du 27 janvier 2026

Vu l'article L712-6-1 du code de l'éducation,

La Commission donne un avis favorable aux demandes de modification des calendriers universitaires.

Annexes : Calendriers 2025/2026 modifiés

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 2/02/2026

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire

Hélène Bouraïma-Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

Délibération portant

Sur le projet Erasmus Mundus COMEM<sup>AI</sup> du Master « Gestion de l'environnement, parcours ingénierie et géosciences du littoral » (UFR des Sciences)

COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE

DU CONSEIL ACADEMIQUE

Réunion du 27 janvier 2026

Vu l'article L712-6-1 du code de l'éducation,

La commission donne un avis favorable au projet Erasmus Mundus COMEM<sup>AI</sup> du Master « Gestion de l'environnement, parcours ingénierie et géosciences du littoral ».

Annexe : Dossier du projet Erasmus Mundus.

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 21/02/2026

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire

Hélène Bouraïma-Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

**Délibération portant**  
**sur la convention de double diplôme pour le master « Sciences du médicament et des produits de santé, parcours drug design » en partenariat avec l'université d'Alexandrie (Egypte).**  
**(UFR des Sciences)**

**COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE**  
**DU CONSEIL ACADEMIQUE**  
**Réunion du 27 janvier 2026**

Vu l'article L712-6-1 du code de l'éducation,

La commission donne un avis favorable à la convention de double diplôme pour le master « Sciences du médicament et des produits de santé, parcours drug design ».

Annexe : Convention

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 2/02/26

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire  
Hélène Bouralma-Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

**Délibération portant**  
**sur la maquette, les modalités de contrôle des connaissances et des compétences, les régimes**  
**d'inscriptions et les capacités d'accueil du Master « Physique fondamentale et applications »**  
**(UFR des Sciences).**

**COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE**  
**DU CONSEIL ACADEMIQUE**  
**Réunion du 27 janvier 2026**

Vu l'article L712-6-1 du code de l'éducation,

La commission donne un avis favorable à la maquette, aux modalités de contrôle des connaissances et des compétences, aux régimes d'inscriptions et aux capacités d'accueil du Master « Physique fondamentale et applications ».

Annexes: Maquette, Modalités de contrôle des connaissances et des compétences, régimes d'inscription.

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 27/01/2026

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire

Hélène Bouraïma-Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

**Délibération portant**  
**sur le transfert du Master « Physique – parcours Contrôle de l’environnement industriel » vers le**  
**Master « Physique fondamentale et applications » (UFR des Sciences)**

**COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE**  
**DU CONSEIL ACADEMIQUE**  
**Réunion du 27 janvier 2026**

Vu l'article L712-6-1 du code de l'éducation,

La Commission donne un avis favorable au transfert du parcours « Contrôle de l'environnement industriel » du Master mention « physique » vers la mention « Physique fondamentale et applications ».

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 21/02/2026

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire

Hélène Bouraïma Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

Délibération portant

sur la demande de modification des capacités d'accueil du Master « Langues, littératures et civilisations étrangères et régionales, parcours Études culturelles Littérature / Civilisation » pour la rentrée 2026 (UFR LVE)

COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE  
DU CONSEIL ACADEMIQUE  
Réunion du 27 janvier 2026

Vu l'article L712-6-1 du code de l'éducation,

La Commission donne un avis favorable à la modification des capacités d'accueil du Master « LLCER, parcours Études culturelles Littérature / Civilisation ».

Annexe : Tableau des capacités d'accueil.

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 21/02/26

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire

Hélène Bouraïma-Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

**Délibération portant**  
**Sur les dispositifs de soutien pour l'année universitaire 2026/2027**

**COMMISSION DE LA FORMATION ET DE LA VIE UNIVERSITAIRE**  
**DU CONSEIL ACADEMIQUE**  
**Réunion du 27 janvier 2026**

Vu l'article L712-6-1 du code de l'éducation,

La commission donne un avis favorable aux demandes de dispositifs de soutien proposés par les composantes pour l'année 2026/2027, retenues après examen de la Commission Formation et Evaluation.

Annexe : Tableau des dispositifs de soutien.

Résultat du vote : Adopté à l'unanimité.

Fait à Caen, le 21/02/26

Le Président du conseil académique,

Lamri ADOUI.

Pour le Président et par délégation  
la Vice-Présidente  
de la Commission de la Formation  
et de la Vie Universitaire

Hélène Bouraïma-Lelong

Délibération publiée le : 4/02/26

Délibération transmise à Madame la Rectrice : 11/02/26

**Calendrier universitaire 2025-2026**  
**Conseil d'UFR du 25 février 2025**

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Site	composante	diplôme /année	Intitulé légal de la formation	1er semestre				2ème semestre				
				Accueil et information. Pour les L1 préciser le jour, l'heure et le lieu.	Période d'activités de formation* intégrant la période de stage	Vacances de Toussaint	Période d'examens Semestre 1	Période d'activités de formation* intégrant la période de stage	Vacances d'Hiver	Vacances de Printemps	Période d'examens Semestre 2	Examens Session 2
campus 1	UFR Droit, AES et administration publique	L1	Administration économique et sociale parcours Droit - Gestion	Vendredi 29 août 2025 à 14h00 Amphithéâtre à venir	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L2	Administration économique et sociale parcours Droit - Gestion		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L3	Administration économique et sociale parcours Droit - Gestion		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01/2026 au 25/04/2026	du 23/02 au 01/03/2026	-	du 04/05 au 16/05/2026	du 08/06 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L1	Administration économique et sociale parcours Economie - Gestion	Vendredi 29 août 2025 à 14h00 Amphithéâtre à venir	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L2	Administration économique et sociale parcours Economie - Gestion		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L3	Administration économique et sociale parcours Economie - Gestion		du 01/09/2025 au 12/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01/2026 au 25/04/2026	du 23/02 au 01/03/2026	-	du 04/05 au 16/05/2026	du 08/06 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L1	Administration publique	Vendredi 29 août 2025 à 14h00 Amphithéâtre à venir	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L2	Administration publique		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L3	Administration publique	Lundi 1er septembre 2025 à 10h30 (DR270)	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L1	Droit Parcours Droit public	Jeudi 28 août 2025 à 9h30 Amphithéâtre P. Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 31/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L2	Droit Parcours Droit public	Jeudi 28 août 2025 à 11h30 Amphithéâtre P. Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L3	Droit Parcours Droit public	Jeudi 28 août 2025 à 14h00 Amphithéâtre P. Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026

campus 1	UFR Droit, AES et administration publique	L1	Droit Parcours Droit privé	Jeudi 28 août 2025 à 9h30 Amphithéâtre P. Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 31/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L2	Droit Parcours Droit privé	Jeudi 28 août 2025 à 11h30 Amphithéâtre P. Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L3	Droit Parcours Droit privé	Jeudi 28 août 2025 à 14h00 Amphithéâtre P. Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L1	Droit parcours accès aux études de santé	Jeudi 28 août 2025 à 9h30 Amphithéâtre Pierre Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	L2	Droit parcours accès aux études de santé	Jeudi 28 août 2025 à 11h30 Amphithéâtre Pierre Daure	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
Alençon	UFR Droit, AES et administration publique	L1	Droit	Vendredi 29 août 2025 à 9h30 Amphithéâtre	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 31/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
Alençon	UFR Droit, AES et administration publique	L2	Droit	Vendredi 29 août 2025 à 11h30 Amphithéâtre	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 20/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
Alençon	UFR Droit, AES et administration publique	L1	Droit parcours accès aux études de santé	Vendredi 29 août 2025 à 9h30 Amphithéâtre	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
Alençon	UFR Droit, AES et administration publique	L2	Droit parcours accès aux études de santé	Vendredi 29 août 2025 à 11h30 Amphithéâtre	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 20/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
Alençon	UFR Droit, AES et administration publique	LP	Métiers des administrations et des collectivités territoriales en alternance	2 septembre 2025	du 01/09/2025 au 31/08/2026		au fil de l'eau				au fil de l'eau	du 26/05 au 12/06
Alençon	UFR Droit, AES et administration publique	LP	Métiers des administrations et des collectivités territoriales hors alternance	2 septembre 2025	du 01/09/2025 au 31/08/2026		au fil de l'eau				au fil de l'eau	du 26/05 au 12/06/2026
Alençon	UFR Droit, AES et administration publique	LP	Métiers du notariat en alternance	1er septembre 2025	du 01/09/2025 au 31/08/2026		au fil de l'eau				au fil de l'eau	du 15 au 19 juin 2026
Alençon	UFR Droit, AES et administration publique	LP	Métiers du notariat hors alternance	1er septembre 2025	du 01/09/2025 au 31/08/2026		au fil de l'eau				au fil de l'eau	du 15 au 19 juin 2026
Alençon	UFR Droit, AES et administration publique	LP	Assistant juridique en alternance	1er septembre 2025	du 01/09/2025 au 31/08/2026		au fil de l'eau				au fil de l'eau	du 15 au 19 juin 2026
Alençon	UFR Droit, AES et administration publique	LP	Assistant juridique hors alternance	1er septembre 2025	du 01/09/2025 au 31/08/2026		au fil de l'eau				au fil de l'eau	du 15 au 19 juin 2026
campus 1	UFR Droit, AES et administration publique	M1	Droit civil parcours Protection des personnes vulnérables		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026

campus 1	UFR Droit, AES et administration publique	M2	Droit civil parcours Protection des personnes vulnérables	vendredi 5 septembre 2025	du 05/09/2025 au 9/01/2026	du 27/10 au 02/11/2025	du 12/01/2026 au 16/01/2026	du 19/01/2026 au 31 août 2026	du 23/02 au 01/03/2026		du 13/04 au 17/04/2026	seconde session sous réserve de décision des directeurs du M2 du 01 au 15/09/2026
campus 1	UFR Droit, AES et administration publique	M1	Droit de l'entreprise parcours Diplôme de juriste conseil d'entreprise		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit de l'entreprise parcours Diplôme de juriste conseil d'entreprise		du 08/09/2025 au 20/12/2025	du 27/10 au 02/11/2025		du 05/01/2026 au 27/06/2026 ; stage obligatoire du 05/01/2026 au 26/03/2026 ; certification de spécialisation du 01/06/2026 au 27/06/2026			du 26/05/2026 au 30/05/2026	
campus 1	UFR Droit, AES et administration publique	M1	Droit de l'entreprise parcours Contrats et contentieux d'affaires		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit de l'entreprise parcours Contrats et contentieux d'affaires		du 01/09/2025 au 20/02/2026	non	20/02/2026	Du 23/02/2026 au 30/09/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	26-juin	non
campus 1	UFR Droit, AES et administration publique	M1	Droit des assurances parcours Assurances et personnes		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit des assurances parcours Assurances et personnes		du 08/09/2025 au 14/01/2026	Non	du 02/03/2026 au 03/03/2026	du 04/03/2026 au 04/09/2026			17 et 18/06/2026 et soutenance mémoires 04/09/2026	
campus 1	UFR Droit, AES et administration publique	M1	Droit des libertés Parcours droits fondamentaux		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M1	Droit des libertés Parcours droit pénal des libertés		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit des libertés	15/09/2025	du 15/09/2025 au 06/03/2026	Non	du 10/03/2026 au 31/03/2026	du 01/04/2026 au 30/09/2026	Non	Non	du 01/09/2026 au 30/09/2026	Pas de session 2
campus 1	UFR Droit, AES et administration publique	M1	Droit du numérique parcours Droit des activités numériques et de l'intelligence artificielle		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit du numérique parcours Droit des activités numériques et de l'intelligence artificielle	01/09/2025	1/09/2025 au 16/01/2026	Néant	15 et 16 janvier 2026	du 1/09/2025 au 26/06/2026	néant	néant	25 et 26 juin 2026	entre le 1/09/2026 et le 30/09/2026
campus 2	UFR Droit, AES et administration publique	M1	Droit du numérique parcours Droit de la cybersécurité		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 3	UFR Droit, AES et administration publique	M2	Droit du numérique parcours Droit de la cybersécurité	01/09/2025	1/09/2025 au 16/01/2026	néant	15 et 16 janvier 2026	du 1/09/2025 au 26/06/2026	néant	néant	25 et 26 juin 2026	entre le 1/09/2026 et le 30/09/2026
campus 1	UFR Droit, AES et administration publique	M1	Droit international et droit européen parcours Droit et régulation des marchés internationaux		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit international et droit européen parcours Droit et régulation des marchés internationaux	le lundi 8 septembre 2025 à 10h00 (DR309)	du 08/09/2025 au 09/01/2026	du 27/10 au 02/11/2025	du 13 au 18/04/2026	du 12/01 au 30/09/2026	du 23/02 au 01/03/2026	Néant	du 13 au 18/04/2026	entre le 1 et le 30/09/2026

campus 1	UFR Droit, AES et administration publique	M1	Droit notarial	Lundi 1er septembre 2025 à 10h30 (DR270)	du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit notarial	Lundi 8 septembre 2025 à 10h00 (DR308)	du 08/09/2025 au 20/12/2025	du 27/10 au 02/11/2025	du 15/06 au 30/06/2026	du 05/01 au 13/06/2026	du 23/02 au 01/03/2026	du 20 au 26/04/2026	du 15/06 au 30/06/2026	du 01/09 au 30/09/2026
campus 1	UFR Droit, AES et administration publique	M1	Droit public parcours Contrats, finances et gouvernance publics		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 23/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
campus 1	UFR Droit, AES et administration publique	M2	Droit public parcours Contrats, finances et gouvernance publics	mercredi 24 septembre 2025	du 24/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 et du 05/01 au 10/01/2026	du 12/01 au 30/09/2026	du 23/02 au 01/03/2026		soutenances des mémoires ou rapports de stage jusqu'au 18/09/2026	2/10 au 9/10/2026
campus 1	UFR Droit, AES et administration publique	M1	Justice procès et procédures parcours Contentieux privé		du 01/09/2025 au 13/12/2025	du 27/10 au 02/11/2025	du 15/12 au 20/12/2025 du 05/01 au 10/01/2026	du 12/01 au 18/04/2026	du 23/02/2026 au 01/03/2026	du 20 au 26/04/2026	du 27/04 au 16/05/2026	du 08 au 27/06/2026
Campus 1	UFR Droit, AES et administration publique	M2	Justice, procès et procédures, parcours Contentieux privé	Jeudi 4 septembre 2025	du 22/09 au 19/12/2025	du 27/10 au 02/11/2025		du 05/01/2026 au 01/06/2026	du 23/02 au 01/03/2026		du 22/06/2026 au 26/06/2026	du 07/09/2026 au 26/09/2026

Dép.	Site	Composante	diplôme/année	Intitulé légal de la formation	Accueil et information (pour les L1, préciser jour, heure et lieu)	Période d'activités de formation Semestre 1	Vacances de Toussaint	Période d'examens Semestre 1	Période d'activités de formation Semestre 2	Vacances d'Hiver	Vacances de Printemps	Période d'examens Semestre 2	Examens Session 2
MIM	Campus 2	UFR des Sciences	M1	Informatique parcours A la carte "Algorithmiques et systèmes intelligents" (ASI)	01/09/2025	29/08/2025 au 12/12/2025	27/10/2025 au 31/10/2025	15/12/2025 au 09/01/2026 20/02/2026	12/01/2026 au 31/08/2026	23/02/2026 au 27/02/2026	13/04/2026 au 24/04/2026	11/05/2026 au 22/05/2026	29/06/2026 au 10/07/2026
MIM	Campus 2	UFR des Sciences	M1	Informatique parcours IA sciences des données et santé	01/09/2025	29/08/2025 au 12/12/2025	27/10/2025 au 31/10/2025	15/12/2025 au 09/01/2026 13/02/2026	12/01/2026 au 31/08/2026	23/02/2026 au 27/02/2026	13/04/2026 au 24/04/2026	11/05/2026 au 22/05/2026	29/06/2026 au 10/07/2026
BST	Campus 1	UFR des Sciences	M2	Biologie-santé parcours Oncologie, immunologie génétique (OIG)	08/09/2025	08/09/2025 au 12/12/2025	27/10/2025 au 31/10/2025	15/12/2025 au 09/01/2026 06/02/2026	12/01/2026 au 31/08/2026	Pas d'arrêt de cours	Pas d'arrêt de cours	Stage	23/03/2026 au 27/03/2026
BST	Campus 1	UFR des Sciences	M2	Biologie-santé parcours Physiologie systémique et physiopathologies intégratives thérapies (PEPIT)	08/09/2025	08/09/2025 au 12/12/2025	27/10/2025 au 31/10/2025	15/12/2025 au 09/01/2026 06/02/2026	12/01/2026 au 31/08/2026	Pas d'arrêt de cours	Pas d'arrêt de cours	Stage	23/03/2026 au 27/03/2026

Dép.	Site	Composante	diplôme/ année	Intitulé légal de la formation	Accueil et information (pour les L1, préciser jour, heure et lieu)	Période d'activités de formation Semestre 1	Vacances de Toussaint	Période d'examens Semestre 1	Période d'activités de formation Semestre 2	Vacances d'Hiver	Vacances de Printemps	Période d'examens Semestre 2	Examens Session 2
BST	Campus 1	UFR des Sciences	M1	Agrosociences, environnement, territoires, paysage, forêt (AETPF) parcours Gestion et valorisation agri-environnementales	01/09/2025	01/09/2025 au 09/01/2026	27/10/2025 au 31/10/2025	<del>16/12/2025 au 09/01/2026</del> 16/12/2025 au 14/01/2026	12/01/2026 au 31/08/2026	23/02/2026 au 27/02/2026	Pas d'arrêt de cours	23/03/2026 au 25/03/2026	02/07/2026 au 03/07/2026
BST	Campus 1	UFR des Sciences	M1	Gestion de l'environnement parcours Ingénierie et géosciences du littoral (IGL)	01/09/2025	01/09/2025 au 12/12/2025	27/10/2025 au 31/10/2025	15/12/2025 au 19/12/2025	05/01/2026 au 31/08/2026	23/02/2026 au 27/02/2026	Pas d'arrêt de cours	<del>27/04/2026 au 30/04/2026</del> 23/03/2026 au 27/03/2026	<del>29/06/2026 au 10/07/2026</del> 02/07/2026 au 10/07/2026

## Calendrier universitaire 2025-2026

UFR SEGGAT															
Site	composante	diplôme /année	Intitulé <u>légal</u> de la formation	1er semestre					2ème semestre					Stage	
				Accueil et information. Pour les L1 préciser le jour, l'heure et le lieu.	Période d'activités de formation*	Vacances de Toussaint	Période d'examens Semestre 1	Période d'activités de formation*	Vacances d'Hiver	Vacances de Printemps	Période d'examens Semestre 2	Examens Session 2	Durée min-max	Dates min-max	
campus 1	UFR Seggat	L1	Économie	02/09/2025 à 09h Amphi D1	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	1 à 4 semaines	du 06/01 au 30/06/2026, hors période de cours et d'examens	
campus 1	UFR Seggat	L2	Économie	08/09/2025 à 14h Amphi Lignier	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	1 à 4 semaines	du 06/01 au 30/06/2026, hors période de cours et d'examens	
campus 1	UFR Seggat	L3	Économie	04/09/2025 à 10h30 Amphi Chimie	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	1 à 4 semaines	du 06/01 au 30/06/2026, hors période de cours et d'examens	
campus 1	UFR Seggat	L1	Géographie et aménagement	02/09/2025 à 09h Amphi D1	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	-	-	
campus 1	UFR Seggat	L2	Géographie et aménagement	04/09/2025 à 9h Amphi Frémont	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	-	-	
campus 1	UFR Seggat	L3	Géographie et aménagement	04/09/2025 à 9h Amphi Frémont	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026 + 26/05/2026	15/06/ au 01/07/2026	1 à 8 semaines (si les examens sont réussis à la première session)	29 juin 2026-31 juillet 2026, à partir du 8 juin si l'étudiants a tous ses UE à la première session	
campus 1	UFR Seggat	L1	Gestion	02/09/2025 à 09h Amphi D1	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	1 à 4 semaines	du 06/01 au 30/06/2026, hors période de cours et d'examens	
campus 1	UFR Seggat	L2	Gestion		08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	07/04 au 10/ 04/2026 et du 27/04 au 13/05/2026	15/06/ au 01/07/2026	1 à 4 semaines	du 06/01 au 30/06/2026, hors période de cours et d'examens	
campus 1	UFR Seggat	L3	Gestion Parcours Entrepreneuriat et développement d'affaires	09/09/2025	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	du 04/05 au 13/05/2026	15/06/ au 01/07/2026	4 à 5 semaines	A partir du 23 mars	
campus 1	UFR Seggat	L3	Gestion Parcours Gestion opérationnelle	09/09/2025	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	du 04/05 au 13/05/2026	15/06/ au 01/07/2026	4 à 5 semaines	A partir du 23 mars	
campus 1	UFR Seggat	L3	Gestion Parcours Section internationale	09/09/2025	08/09 au 19/12/2025	du 27/10 au 02/11/2025	08/12 au 19/12/2025	05/01 au 01/07/2026	du 23/02 au 01/03/2026	13/04 au 24/04/2026	du 04/05 au 13/05/2026	15/06/ au 01/07/2026	4 à 5 semaines	A partir du 23 mars	
campus 1	UFR Seggat	LP	Métiers de la protection et de la Gestion de l'environnement Parcours environnement, agriculture, paysage et territoires ruraux	08/09/2025 en salle LP EA AC 138	Du 08/09/2025 au 10/04/2026	du 28/10 au 03/11/2024	09 et 10/02/26, 16 et 17/03/2026, 01- 03/04/2026	Du 27/04/2026 au 11/09/2026	du 23/02 au 27/02/2025	Du 28/04/2025 au 12/09/2025	10 et 11/09/2026	-	19 semaines	27/04/2026 - 09/09/2026	
campus 1	UFR Seggat	LP	Cartographie, Topographie et Systèmes d'Information Géographique Parcours Systèmes d'Information Géographique - Diagnostic et Aménagement des Territoires	Vendredi 5 septembre (réunion de rentrée)	du 5/09/2025 au 27/02/2026		16/02/2026 au 20/02/2026	du 02/03/2026 au 18/09/2026	du 23/02 au 01/03/2026		30 et 31 mars 2026 (projets tutorés) et 17 et 18 septembre 2026 (soutenance des mémoires)	-	4 mois minimum et jusqu'au 19 septembre (maximum)	01/04/2026 au 18/09/2026	

campus 1	UFR Seggat	M1	Economie Appliquée P. Etudes Socio-économiques et Développement Durable	Le 8 septembre réunion de rentrée à 10h30 AC 143 A	Du 9 septembre au 3 décembre 2025	du 27/10 au 02/11/2025	Du 15 au 19 décembre	Du 5 janvier 2026 au 27 mars 2026	du 23/02 au 01/03/2026	-	Du 23 au 27 mars 2026	-	2 mois-4 mois	30 mars-31 juillet
campus 1	UFR Seggat	M2	Economie Appliquée P. Etudes Socio-économiques et Développement Durable	Le 8 septembre réunion de rentrée à 13h30 AC 143 A	08/09 au 12/12/2025	du 27/10 au 02/11/2025	15/12 au 19/12/2025	05/01 au 27/02/2026	-	-	-	-	4 mois - 6 mois	02/03 au 31/08/2026
campus 1	UFR Seggat	M1	Economie Appliquée P. Advanced Applied Economics	lundi 8 septembre 2025 à 10h00	Du 8/09/2025 au 09/01/2026	Du 27/10/2025 au 02/11/2025	du 15/12/2025 au 19/12/2025 et du 05/01/2026	du 12/01/2026 au 31/08/2026	Du 23/02/2026 au 01/03/2026	Du 11/04/2026 au 26/04/2026	du 11/05/2026 au 29/05/2026	du 22/06/2026 au 26/06/2026 et Du 24/08/2026 au 31/08/2026	Facultatif – entre 15 jours et 3 mois	facultatif du 01/06/2026 au 31/08/2026
campus 1	UFR Seggat	M2	Economie Appliquée - parcours Advanced Applied Economics	lundi 8 septembre 2025 à 11h00	Du 8/09/2025 au 16/01/2026	Du 27/10/2025 au 02/11/2025	du 05/01/2026 au 16/01/2026	du 19/01/2026 au 04/09/2026	sans objet	sans objet	du 25/05/2026 au 29/05/2026	du 22/06/2026 au 26/06/2026 et Du 31/08/2026 au 04/09/2026	Entre 2 mois et 6 mois	du 19/01/2026 au 31/08/2026
campus 1	UFR Seggat	M1	Entrepreneuriat et management de projets parcours Ingénierie des projets entrepreneuriaux	Réunion de rentrée le 01/09/25	Du 01/09 au 05/12/25 révisions du 8/12 au 12/12/25	du 27/10 au 02/11/2025	Du 15/12 au 19/12/25	Du 05/01 au 13/03/26 révisions du 16/03 au 20/03/26	du 23/02 au 01/03/2026	?? En stage	Du 23/03 au 27/03/26	Du 22/06 au 26/06/26	Minimum 2 mois Maximum 5 mois	Stage à effectuer entre le 30/03/26 et le 21/08/26
campus 1	UFR Seggat	M2	Entrepreneuriat et management de projets parcours Ingénierie des projets entrepreneuriaux	Réunion de rentrée le 05/09/2025 10h-12h	08/09/2025	du 27/10 au 02/11/2025	08/12 au 19/12	05/01/2026	du 23/02 au 01/03/2026	-	09/03 au 13/03	-	4 mois minimum et 6 mois maximum	Minimdébut le 16/03 Maximum début le 04/05/ Fin max 30/08
campus 1	UFR Seggat	M1	Géographie aménagement environnement et développement parcours Environnement	lundi 15 septembre 2025 à 10h00, amphi MRSH	15/09/2025 au 30/01/2026	du 27/10 au 02/11/2025	du 15 au 19/12/2025 et du 19 au 30/01/2026	du 2/02 au 11/09/2026	du 23/02 au 01/03/2026	Du 11 au 26/04/2026	du 22/06 au 10/07/2026 et du 24/08/ au 11/09/2026	sans objet	non concerné	non concerné
campus 1	UFR Seggat	M2	Géographie aménagement environnement et développement parcours Environnement	lundi 15 septembre 2025 à 11h00, amphi MRSH	15/09/2025 au 27/03/2026	du 27/10 au 02/11/2025	du 8 au 12/12/2025 et du 23 au 27/03/2026	du 30/03 au 16/09/2026	du 23/02 au 01/03/2026	sans objet	15 et 16/09/2026	sans objet	4 mois à 5,5 mois	du lundi 30 mars au lundi 14 septembre 2026
campus 1	UFR Seggat	M1	Géographie aménagement environnement et développement parcours Territoires en transition	lundi 15 septembre 2025 à 10h00, amphi MRSH	15/09/2025 au 30/01/2026	du 27/10 au 02/11/2025	du 15 au 19/12/2025 et du 19 au 30/01/2026 Report d'examens du 16/02/2026 au 20/02/2025	du 2/02 au 11/09/2026	du 23/02 au 01/03/2026	Du 11 au 26/04/2026	du 22/06 au 10/07/2026 et du 24/08/ au 11/09/2026	sans objet	non concerné	non concerné
campus 1	UFR Seggat	M2	Géographie aménagement environnement et développement parcours Territoires en transition	lundi 15 septembre 2025 à 11h00, amphi MRSH	15/09/2025 au 27/03/2026	du 27/10 au 02/11/2025	du 8 au 12/12/2025 et du 23 au 27/03/2026 Report d'examens du 16/02/2026 au 20/02/2025	du 30/03 au 16/09/2026	du 23/02 au 01/03/2026	sans objet	15 et 16/09/2026	sans objet	4 mois à 5,5 mois	du lundi 30 mars au lundi 14 septembre 2026
campus 1	UFR Seggat	M1	Contrôle de Gestion et audit Organisationnel. P. Contrôleur de Gestion Business Partner et Amélioration Continue	01/09/2025 - 13h30 AC 104	Du 01/09/25 au 31/08/2026	Alternance	CC intégral	Du 01/09/25 au 31/08/2026	-	Alternance	CC intégral	-	-	-

campus 1	UFR Seggat	M2	Contrôle de Gestion et audit Organisationnel. P. Contrôleur de Gestion Business Partner et Amélioration Continue		Du 01/09/25 au 07/07/2026	Alternance	CC intégral	Du 01/09/25 au 07/07/2026	-	Alternance	CC intégral	-	-	-
campus 1	UFR Seggat	M1	Urbanisme et aménagement durable, urbanisme rénové et assistance à maîtrise d'ouvrage	Lundi 1er septembre à 10h, salle AC007	1er septembre au 19 décembre 2025	du 27/10 au 02/11/2025	Révisions 11 et 12 décembre, Examens du 15 au 19 décembre	du lundi 5 janvier 'au 31 juillet (stage facultatif)	du 23/02 au 01/03/2026	du 11 avril au 27 avril 2026	Révision : 29 et 30 avril 2026 Examens : 4 au 7 mai	Révision : 4 et 5 juin. Examens : 8 au 12 juin	facultatif : de 3 semaines à 8 semaines	du 26 mai au 31 juillet (exclu périodes examens pour les étudiants défaillants)
campus 1	UFR Seggat	M2	Urbanisme et aménagement durable, urbanisme rénové et assistance à maîtrise d'ouvrage	Lundi 6 octobre 2025 à 10h, salle AC 007	du 6 octobre 2025 au 25 septembre 2026 (annualisation , alternance)	du 27/10 au 02/11/2025 (pour l'université, ne concerne pas les alternants et stagiaires.	Révisions du 5 au 7 janvier , Examens du 8 au 9 janvier <b>Report d'examens du 02/02/2026 au 06/02/2025</b>	du 6 octobre 2025 au 25 septembre 2026 (annualisation , alternance)	du 23/02 au 01/03/2026	du 11 avril au 27 avril 2026 (pour l'université, ne concerne pas les alternants et stagiaires)	Révisions du 22 au 23 juin, 2026 Examens du 24 au 26 2026 juin Soutenances de mémoire, 1 et 2 septembre;	du 21 au 25 septembre 2026	Alternance : de 6 à 12 mois, stage : équivalent 4 mois minimum, 6 mois maximum	Sur toute la durée de la période de formation hors périodes à l'université

Validé par le conseil d'UFR le 28/02/2025

## IMPORTANT NOTICE

### What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.

### How to prepare and submit it?

The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

### Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 70 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

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## TECHNICAL DESCRIPTION (PART B)

### COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

**Note:** Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
Project name:	Master of Science in Coastal and Marine Engineering and Management - Embracing AI and Digital Transformation
Project acronym:	CoMEM <sup>AI</sup>
Coordinator contact:	Giovanni Besio, University of Genoa

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## PROJECT SUMMARY

### Project summary (in English)

See Abstract (Application Form Part A).

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## 1. RELEVANCE

### 1.1 Background and general objectives

#### Background and general objectives

Please refer to the description of the award criteria in the Erasmus+ Programme Guide.

#### Background

Coastal regions are among the most dynamic and densely populated environments on the planet, home to hundreds of millions of people and a large share of global economic activity [1]. These areas are vital interfaces between land and sea, supporting ports, cities, industries, tourism, and unique ecosystems. Nearly 40% of the world's population lives within 100 km of the coast, concentrating populations and economic activities in coastal areas. Moreover, more than 80% of global merchandise trade is carried by sea, making ports strategic infrastructures for the global economy. As such, coastal areas generate immense social and economic value, but at the same time they are exposed to some of the world's most pressing environmental risks, above all sea level rise [2]. The combination of population growth, expanding infrastructure, and degrading natural systems has made coastal zones increasingly vulnerable to flooding, erosion, and other climate-related hazards.

In recent decades, the effects of climate change on coastal environments have become tangible and critical. Rising sea levels, intensifying storms, shifting oceanic and atmospheric patterns and increasing human pressure are threatening coastlines in Europe and worldwide [3]. Many coastal cities now face recurrent flooding, land subsidence, and saline intrusion, while others must redesign and reinforce their infrastructure to cope with growing environmental stressors [4]. These challenges are particularly acute in regions such as the Mediterranean, where fragile ecosystems meet dense urbanization. Alongside climatic pressures, non-climatic factors such as groundwater depletion, pollution, and unsustainable land use add further complexity to an already critical situation.

At the same time, ports and coastal transport systems remain essential engines of global trade and economic growth [5]. Yet, the continued functionality of these systems depends on their ability to adapt to changing environmental and socio-economic conditions. Hence, there is an increasing demand for engineers and managers with a deep understanding of both the *physical processes shaping coastal environments* and the *technological and policy tools required for their sustainable management*. The

field of coastal engineering and management has thus evolved into a truly interdisciplinary domain—bridging civil engineering, oceanography, environmental science, data analytics, social sciences and governance.

*Looking Forward: Climate Change and Artificial Intelligence*

The future of coastal engineering lies at the intersection of *climate resilience and digital innovation*. As environmental change accelerates, traditional methods of observation and design are being enhanced by AI-driven technologies capable of analysing vast datasets and identifying complex patterns in coastal dynamics [6]. Machine learning and data assimilation techniques are increasingly used to predict for example storm surges, map shoreline evolution, support early warning systems for flooding and erosion or to provide useful tools for the design of reliable and resilient coastal and harbour structures. These technological advances allow for more adaptive and responsive coastal management strategies—where decisions are informed by real-time environmental feedback and long-term simulations. By combining physical understanding with intelligent systems, coastal engineers can design infrastructures that are not only robust but also capable of evolving with changing conditions.

Based on the above grounds, six European higher education institutions (HEIs) formed a consortium to apply under Erasmus+ Key Action 2 for an Erasmus Mundus Joint Master (EMJM) programme in Coastal and Marine Engineering and Management, named CoMEM<sup>AI</sup>.

These partner institutions are:

University of Genova (UNIGE), Genova, Italy (coordinating institution);

Norwegian University of Science and Technology (NTNU), Trondheim, Norway;

BUILDERS Ecole d'Ingénieurs (BUILDERS), Caen, France;

University of Caen Normandy (UCAEN), Caen, France;

Universitat Politècnica de Catalunya - BarcelonaTech (UPC), Barcelona, Spain;

Izmir Institute of Technology (IZTECH), Izmir, Turkey.

The Master's programme aims to renew and expand the curricular offer of COMEM+ (<https://www.ntnu.edu/studies/mscomema>), a MSc in Coastal and Marine Engineering and Management coordinated by NTNU and involving UNIGE, UCAEN, and UPC. COMEM<sup>AI</sup> builds on the experience gained through COMEM+, which has delivered high-quality education through a multidisciplinary approach and close synergy with industry. Indeed, the most recent alumni survey highlights employment across a wide range of disciplines, including coastal hydrodynamic modelling, structural analysis of port infrastructure, project management, and geotechnical coring, in both academic and private sectors, confirming the programme's transversal and eclectic approach. Moreover, a significant share of respondents (40%) completed their Master's thesis under joint supervision from universities and industry partners. Today, the programme needs to be complemented by dedicated components focusing on the informed and responsible use of Artificial Intelligence (AI). As a matter of fact, AI is recognised as a strategic priority by the European Union in all Erasmus+ sectors [7] and is rapidly becoming a highly valuable tool also in coastal and marine engineering.

*General Objectives of the MSc in Coastal Engineering and Management CoMEM<sup>AI</sup>*

The MSc in Coastal Engineering and Management CoMEM<sup>AI</sup> aims to prepare professionals capable of addressing the complex, interconnected challenges of modern coastal systems. It focuses on developing both the technical and strategic skills needed to design, manage, and adapt coastal infrastructure and environments under conditions of uncertainty.

The main objectives of the program are to:

1. Build advanced technical expertise in areas such as coastal hydraulics, sediment dynamics, design, and maintenance of coastal (hard and soft) and offshore structures, as well as the planning of innovative nature-based solutions for coastal protection and energy production from renewable sources.
2. Integrate environmental, social, and economic perspectives, enabling students to develop sustainable solutions that balance human development and ecosystem health.
3. Strengthen capacity for climate adaptation and resilience planning, equipping graduates to anticipate and mitigate the impacts of sea-level rise, extreme weather, and long-term environmental shifts.
4. Build competence in predictive maintenance of coastal infrastructures, training graduates to monitor structural performance and plan timely, cost-effective interventions.

5. Embrace digital transformation and AI as key tools in modern coastal management. Students learn to apply AI, machine learning, and big data analytics to improve predictive modelling, automate coastal monitoring, and optimize engineering designs and decision-making processes.

6. Foster an international and collaborative mindset, recognizing that coastal challenges are inherently global and require cooperation across scientific, technical, and policy domains.

The vision of CoMEM<sup>AI</sup> is to transfer state-of-the-art research-based and professional knowledge to educate young engineers to work effectively in the fields of coastal and marine engineering and management, to develop sustainable solutions in relation to the environment and human endeavour. In particular, the Program aims to deliver high-quality, innovative and research-based education in Coastal and Marine Engineering and Management through strong cooperation among European higher education institutions. By offering a truly European learning experience across at least four European countries (facing the Arctic, Atlantic, North Sea and Mediterranean Seas), CoMEM<sup>AI</sup> fosters an integrated and coherent approach to global coastal and marine challenges. The Master empowers students to respond to societal needs and innovation opportunities by leveraging the combined expertise, facilities, and networks of the partner Institutions. CoMEM<sup>AI</sup> builds on their complementary strengths to offer distinctive study tracks and career pathways, enhance international cooperation, promote social, ethical and professional responsibility, and strengthen a sustainable and competitive European consortium in this strategic field. Through the mobility scheme, students will acquire solid fundamental and advanced knowledge across diverse geographical and environmental contexts, enabling them to effectively address coastal risks, conflicts and infrastructure challenges while integrating environmental protection and the sustainable use of natural resources.

In addition, through close collaboration with industry and key stakeholders in maritime engineering and coastal protection, graduates will be prepared for demanding careers in industry, consultancies, public authorities and academia. The Programme ensures strong employability by equipping students with advanced technical competences, transferable skills and intercultural abilities. Graduates of the CoMEM<sup>AI</sup> programme will be highly qualified engineers, capable of developing practical and sustainable solutions for coastal societies and economies, with particular emphasis on safety, climate change adaptation, and clean energy production. These competencies are essential to achieving the objectives of the European Green Deal [8], which inherently require the integration of strong technical expertise with the ability to effectively engage stakeholders.

Fulfilling the CoMEM<sup>AI</sup> general objectives stated above will enhance the attractiveness and excellence of European higher education and will attract highly qualified students to Europe. CoMEM<sup>AI</sup> will foster institutional academic cooperation in Europe and will enable their mobility, fulfilling the main objectives of the EMJM. The financial contribution from the EU would enable the partner universities to develop, recruit and educate students from a broader community than would be possible within individual institutional programmes. This support would promote fair access to higher education for all young people, regardless of their economic or educational background, in line with the recommendations of the Erasmus+ Programme Inclusion and Diversity Strategy [9]. CoMEM<sup>AI</sup> jointly reinforces teaching and research cohesion within European Top Universities in the field of Coastal and Marine Engineering, by empowering their strengths in educating top world-wide students and promoting the creation of productive solutions, capable of responding to global risks in relation to engineering, environmental, management and enterprise. In this sense, the MSc in Coastal Engineering and Management represents a forward-looking investment in the creation of resilient, sustainable, and intelligent coastal systems professionals that will shape the future of human interaction with the ocean.

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hazards in European coastal cities. *Natural Hazards*, 120(4), 3623-3659, <https://doi.org/10.1007/s11069-023-06349-4>.

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## 1.2 Needs analysis and specific objectives

### Needs analysis and specific objectives

*Please refer to the description of the award criteria in the Erasmus+ Programme Guide.*

The CoMEM<sup>AI</sup> consortium builds on a long-standing record of excellence in delivering high-quality, internationally oriented MSc programmes in coastal, harbour, and marine engineering. Over the past decade, NTNU and UPC have collaborated successfully within the Erasmus Mundus framework through the CoMEM programme, while NTNU, UPC, Builders-UCAEN, and UNIGE are currently partners in the EMJM CoMEM+ (ERASMUS-EDU-2021-PEX-EMJM-MOB). The experience gained has enabled the consortium to develop a mature, evidence-based approach to joint curriculum design, mobility organisation, and strategic engagement with stakeholders in the Blue Economy.

Capitalising on the insights and feedback collected during CoMEM+, the consortium has identified a set of strategic innovation areas to ensure that the proposed CoMEM<sup>AI</sup> programme responds effectively to evolving scientific, technological, and societal needs.

Modern coastal engineering should integrate traditional civil engineering practice with a solid background of oceanography and coastal geology, in order to understand the complex processes at the land–sea interface. This is complicated by the strong spatial and temporal variability of coastal environments, whose conditions vary in response to both natural drivers, human activities, and climate change effects. Coastal engineers must therefore be equipped to manage site-specific conditions and uncertainty, developing solutions that are flexible, resilient, and responsive to change. The role of coastal engineers is also expanding to encompass environmental and ecological issues, as there is a growing recognition of the protective and regulatory functions of natural systems. This is shifting modern coastal engineering towards nature-based and hybrid solutions, balancing structural performance with ecosystem preservation and demanding a broad educational background, strong analytical skills, and the ability to integrate multiple disciplinary perspectives and data sources. On this note, AI is increasingly emerging as a powerful tool to integrate traditional modelling approaches, enhancing the ability to analyse complex datasets, model nonlinear coastal processes, and support decision-making under uncertainty based on large volumes of observational data [10]. When combined with physics-based models and expert knowledge, AI contributes to more robust, resilient, and sustainable coastal engineering solutions, reinforcing the discipline's capacity to respond to evolving environmental and societal challenges within a multitasking and problem-solving framework.

Based on the above grounds, CoMEM<sup>AI</sup> places strong emphasis on forming engineers capable of delivering sustainable coastal development, resilient infrastructure, low-carbon port systems, and data-driven coastal and harbour planning and design. This is in line with the major EU strategies concerning ocean and coastal environments. [11]. The proposed EMJM introduces a fully integrated curriculum structure that promotes both advanced specialisation and transdisciplinary competence development. By combining fundamental engineering science with systems thinking, digital tools (including medium- and high-fidelity numerical models, and AI-enhanced modelling), and socio-environmental awareness, the programme aims to train the next generation of professional engineers who can operate at the

interface of engineering, environmental stewardship, and innovation management. This reflects the growing need in the Blue Economy for professionals able to work in interdisciplinary teams and contribute to high-impact research, industrial innovation, and evidence-based policy implementation.

To ensure that CoMEM<sup>AI</sup> is aligned with labour-market demands and societal priorities, the consortium conducted a comprehensive needs assessment. This included:

- systematic analysis of alumni trajectories from previous CoMEM editions;
- targeted evaluation of the first CoMEM+ cohorts, whose graduates have already demonstrated strong employability in both industry and academia;
- a structured survey involving companies and public authorities operating in coastal, marine, and port engineering; and
- consultation with innovation clusters and Blue Economy stakeholders.

The results clearly highlight the need for engineers with expertise in climate adaptation, sustainable port management, coastal risk assessment, numerical modelling supported by AI, ecosystem-based design, and multidisciplinary project coordination, supporting all the above considerations. CoMEM<sup>AI</sup> directly addresses these needs through a curriculum that integrates cutting-edge scientific knowledge, innovative pedagogical methods, mobility pathways that ensure meaningful exposure to diverse European coastal contexts, and robust partnerships with industry and research infrastructures.

A first survey was conducted among CoMEM alumni (see Annexes) with the aim of gaining insight into the career trajectories pursued after completing the Master. The questionnaire invited alumni to reflect on their professional pathways and to provide feedback on the skills and knowledge that they consider essential in today's industrial and academic environments. The responses offer valuable indications of how the previous programme supported employability and professional development. An initial analysis of employment sectors shows that graduates have been absorbed in a balanced manner across industry (37.1%), public institutions (14.3%), academia (25.7%), and contracting (8.6%; note that 14.3% of Respondents answered "Other"). This confirms that the earlier CoMEM curriculum successfully addressed the diverse needs of the coastal, harbour, and marine engineering labour market, while also providing a solid basis for identifying areas where the new CoMEM<sup>AI</sup> proposal can further strengthen industry relevance and academic excellence.

Overall, respondents expressed a high level of satisfaction with the extent to which the programme had equipped them with the skills and competencies required for their current professional roles at the time of the survey (Figure 1). Alumni feedback on the skills acquired highlight a solid technical expertise in coastal engineering, with particular insights in numerical modelling and coding (see Figure 2). At the same time, respondents highlighted the added value of the international profile of the Master and internationalisation-related competencies, such as the ability to work in multicultural teams, communicate effectively across languages and professional cultures, and adapt to diverse regulatory and environmental contexts. This combination of advanced technical knowledge and international professional readiness was repeatedly identified as essential for succeeding in today's globally connected coastal and marine engineering sector.

Nonetheless, alumni placed particular emphasis on the need to further strengthen both technical and transversal areas. Among the technical competencies, respondents pointed out programming competencies (notably Python), and geospatial analysis using Geographic Information System (GIS) as those requiring a more thorough development. In addition, alumni stressed the growing importance of soft skills—such as management competencies and writing—which are increasingly essential for effectively navigating interdisciplinary projects and complex international work environments (see Figure 3).

*To what degree has CoMEM/CoMEM+ influenced your career development?*

*How well did CoMEM/CoMEM+ prepare you for the work that you are now doing?*





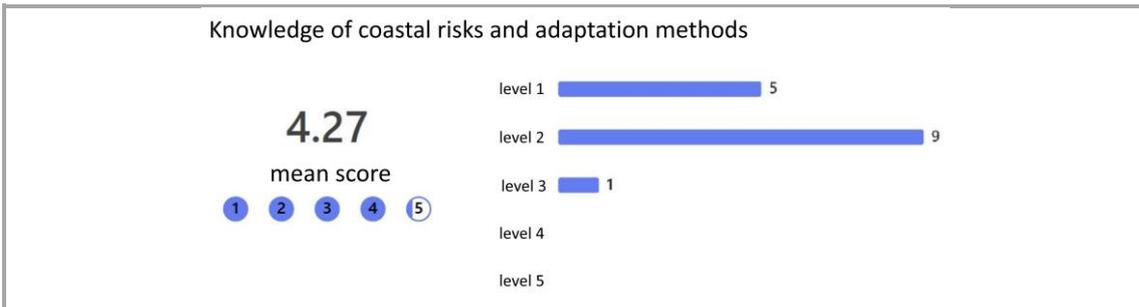


Figure 5. The most desirable technical competence based on the industry-wide survey.

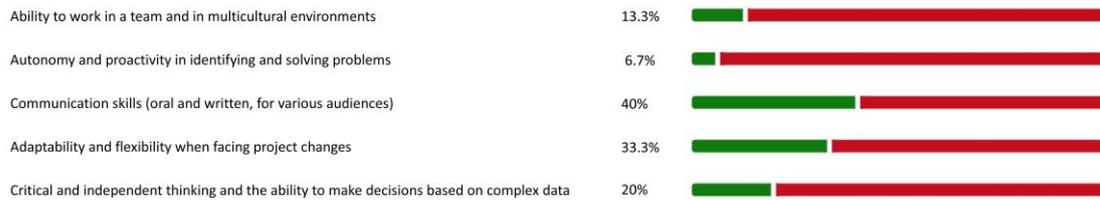


Figure 6. The most desirable transversal competences based on the industry-wide survey.

Regarding skills gaps, several recurring themes emerged. Employers most frequently point to the need for deeper hands-on and practical experience, stronger engineering judgement and a better sense of orders of magnitude when interpreting calculations. They also emphasise the importance of clear technical writing and public speaking, as well as stronger abilities in applied numerical modelling, particularly in post-processing workflows using open source programming languages.

Employers offered a vast range of suggestions for strengthening the curriculum, but a number of clear themes were consistently pointed out. A significant proportion of responses emphasise the need for more practical, applied, and industry-relevant training. This includes requests for installation experience, hands-on sessions, and opportunities to work directly with real-world coastal engineering systems. Such comments reinforce the recurrent feedback regarding the desirability of stronger practical exposure for students. A second cluster of suggestions relates to advanced numerical and computational skills. Several employers proposed the inclusion of advanced numerical modelling, post-processing and analysis techniques using Python, and the use of AI. This indicates a growing expectation that future coastal engineers should not only understand classical engineering tools but also be capable of leveraging modern computational methods responsibly and effectively.

With respect to student placements and grants, opportunities appear largely dependent on project availability. While 71% of respondents reported that placements may be offered depending on ongoing projects, only 14% can commit to providing them consistently. The availability of grants is similarly variable: 36% may offer financial support depending on the amount required, 29% depending on the project context, and 36% are unable to offer grants at all. This variability reinforces the value of maintaining flexible placement arrangements and diversifying the network of hosting organisations.

All the above needs are integrated into CoMEM<sup>AI</sup>, which builds on the strong strategic foundations already established through CoMEM+. The latter is closely connected to the research priorities and educational missions of each partner institution: the new programme strengthens and extends these links and broadens the educational offering in line with the input received from students and industry, ensuring that the EMJM is fully embedded within the long-term visions, research capacities, and innovation ecosystems of the consortium. This strong alignment is reflected in the complementary research expertise and ongoing activities of the partner institutions, as outlined below.

UNIGE is working on climate change on a regional scale in the Mediterranean Sea with a special focus for future coastal threats and hazards, and has developed different AI tools for geophysical flows applications [12]. UPC is working in several research programs, and leading major EU-funded projects dealing with Large-scale restoration of Coastal Ecosystems, Nature Based Solutions, Evolution of Coasts under Climate/Anthropic Interactions, Integrated Coastal Zone Management and Climate Change Adaptation Measures at the Coastal Zone [13]. UNICAEN is working in several research programs dealing with evolution of estuaries and coastal zones from the long terms (geological scale or climate change scale) to the short-term processes (sediment transport at small scales), and it is involved in coastal protection projects related to nature-based engineering solutions in relation with biodiversity

and social impact [14]. BUILDERS is engaged in activities related to coastal and harbour infrastructure planning and design and to the adaptation of coastal infrastructure to climate change [15]. IZTECH with its location in Izmir, one of the oldest port cities in the Mediterranean and increasingly exposed to climate-driven risks such as coastal flooding, seismic risks such as tsunamis, coordinates several projects on coastal resilience, adaptation, and mitigation strategies [16]. Finally, NTNU is a world leader in offshore and marine engineering, serving as a primary research hub for the offshore oil and gas industry, and more recently, the rapidly growing offshore renewable energy sector (wind, wave, and solar). The university is home to world-class facilities, including the Ocean Basin Laboratory and the Ship Towing Tank, which are used to test how massive structures like floating wind turbines and oil platforms behave in extreme sea conditions [17].

The above have in common the expressed need for highly qualified engineers in the field of CoMEM<sup>AI</sup> with skills to collaborate across borders, cultures and geographical diversities, to deal with the fields challenges and ability to seek new opportunities and innovation. By design, CoMEM<sup>AI</sup> aligns closely with the EMJM objectives of academic excellence, international attractiveness, and strong societal impact. The programme provides clear European added value by fostering a new generation of highly skilled engineers whose competencies contribute directly to the implementation of EU priorities in coastal resilience, sustainable marine infrastructure, and the transformation of the Blue Economy toward climate neutrality and environmental sustainability.

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Abouhalima, M., das Neves, L., Taveira-Pinto, F., & Rosa-Santos, P. (2024). Machine learning in coastal engineering: applications, challenges, and perspectives. *Journal of Marine Science and Engineering*, 12(4), 638.

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#@COM-PLE-CP@#

### 1.3 Complementarity with other actions and innovation — European added value

#### Complementarity with other actions and innovation

Please refer to the description of the award criteria in the Erasmus+ Programme Guide.

COMEM<sup>AI</sup> is fully aligned with the objectives of the European Higher Education Area (EHEA) and Erasmus Mundus, acting as a flagship initiative that strengthens Europe's leadership in coastal and marine engineering education. Building on over a decade of experience, the programme will continue to attract highly qualified students from across the world while reinforcing a strong global professional and academic network centred in Europe. Associate Partners outside the EU expand international reach, support targeted promotion and recruitment, and contribute to ongoing scientific and industrial collaboration, while an active Alumni community will increase visibility and ensures strong links with industry, research institutions and the wider Blue Economy.

#### *Strategy to Foster Academic and Non-Academic Excellence*

The curriculum addresses emerging priorities in European coastal management and engineering, incorporating themes such as climate-resilient coastal infrastructure, nature-based solutions, advanced numerical modelling and AI, digital twins for port operations, and ecosystem-based design. This ensures that students develop future-oriented skills aligned with major EU strategies in the field, including the *European Green Deal*, the *Sustainable Blue Economy Strategy*, and the Mission “*Restore our Ocean and Waters*” [11]. COMEM<sup>AI</sup> is designed to stimulate excellence by integrating cutting-edge scientific advances with structured interaction with the professional sector and innovative pedagogy.

Industry engagement plays indeed a central role: collaboration with engineering consultancies, port authorities, maritime technology companies and environmental agencies ensures that students acquire practical skills and real-world insight, preparing them to become future innovators, decision-makers and specialists capable of addressing complex challenges in maritime and coastal environments.

On the other hand, students will benefit from a wide diversity of learning formats—including lectures, laboratory work, field trips, engineering problem-solving, collaborative design, software training, poster sessions and technical presentations. Innovative approaches such as flipped classrooms, digital and augmented teaching spaces, scenario-based learning, collaborative knowledge construction and “learning-by-doing” through real case studies build autonomy, critical thinking and professional readiness. Students will be encouraged to explore generative-AI-based models as emerging tools for coastal engineering, while developing the skills required to interpret their outputs critically, understand their limitations, and integrate them with physics-based and data-driven approaches.

These methods are complemented by project-based experimentation, field observations, virtual laboratories, and data-driven exercises that immerse students in realistic engineering challenges and strengthen their practical problem-solving skills. The above strategies ensure a durable and effective formation, fostering critical, digital and interpersonal skills in line with the Council Recommendation on key competences for lifelong learning [18].

Academic staff continuously enhances teaching quality through joint curriculum development, peer exchange, visiting scholar contributions, participation in accreditation processes and shared reflection on teaching practice. This strengthens professional competences across partner universities and fosters the spread of best practices across the consortium.

#### *Support to the Modernisation and Internationalisation of Partner HEIs*

COMEM<sup>AI</sup> directly supports the strategic objectives of the partner universities by advancing educational modernisation, strengthening research–education integration and reinforcing international cooperation. Staff mobility, collaborative teaching, shared evaluation standards and cross-institutional curriculum development enhance institutional learning and align local practices, developing a shared academic framework across institutions by ensuring joint governance, common credit systems and harmonised quality assurance, thus pursuing the goals of the Bologna Process [19].

From an internationalisation perspective, COMEM<sup>AI</sup> enhances global visibility for each participating HEI through a jointly accredited programme that recruits talented students and staff worldwide. It builds upon the strong foundations of previous Erasmus Mundus initiatives, expands international research and industry networks, and creates new opportunities for collaboration across Europe and beyond.

#### *Project Uniqueness and Added Value Compared with Existing Programmes*

COMEM<sup>AI</sup> stands out in the European Master landscape for its high level of integration, interdisciplinary focus and strong connection to EU policy priorities. Its added value includes:

- a fully joint curriculum, built around common learning outcomes and coordinated mobility pathways;

- a broad and unique combination of coastal engineering, digital systems, sustainability science, climate adaptation and ecosystem-based design;
- structured participation of industry and policy stakeholders to ensure relevance and employability;
- exposure to highly diverse European coastal environments (including geology, exposure, wave climate, human pressure), allowing students to build a comparative, hands-on understanding unavailable in single-institution programmes.

Unlike many coastal or marine Master programmes that largely emphasise environmental management or scientific diagnostics, COMEM<sup>AI</sup> forms engineers capable of delivering advanced technical solutions within an Integrated Coastal Zone Management framework, embedding competence-based and problem-centred learning and integrating AI, digitalisation and simulation tools into engineering education. This differentiates the programme from existing offers and supports the Blue Economy workforce needs identified at European policy level. There are EMJMs related to the ocean from an engineering point of view, but none encompasses all aspects of coastal zones management and infrastructures design in a cross-cutting and integrated manner as in COMEM<sup>AI</sup>, even more so with the specific characterization on Machine Learning and Big Data based design of coastal infrastructures. In the framework of the Erasmus+ Key Action 2 (Cooperation among Organisations and Institutions), only three of the funded EMJMs proposals have concluded their candidate selections over the four rounds of cohorts: COASTHazar (Coastal Hazards-Risks, Climate Change Impacts and Adaptation), MER2030 (European MSc in Marine Environment 2030) and COMEM+ (Coastal and Marine Engineering and Management). In the last calls two active proposals are related with the ocean: Rem Plus (Renewable Energy in the Marine environment) and FLOODRisk (Flood risk Management). Apart from COMEM+, none of the programmes addresses the structured integration of planning, design, and management of coastal zones and infrastructures. Moreover, these show a limited recognition of the added value of data-driven approaches, including the integration of machine-learning techniques and big-data analytics, which are increasingly essential for delivering innovative, resilient, and evidence-based coastal solutions, a gap that will be filled by COMEM<sup>AI</sup>.

*Contribution to EHEA Objectives: Attractiveness, Integration, Internationalisation and Policy Alignment*

COMEM<sup>AI</sup> actively contributes to strengthening the European Higher Education Area (EHEA) by fully implementing the core principles and tools of the Bologna Process [19]. The programme ensures transparency and comparability through the automatic recognition of study periods, made possible by jointly defined learning outcomes, aligned curricula, and harmonized assessment standards. This guarantees that credits earned during mobility are fully recognized, eliminating barriers for students. In this respect, COMEM<sup>AI</sup> makes systematic and coordinated use of ECTS as the common credit framework, combined with jointly coordinated Diploma Supplements that clearly describe the content and level of the qualification obtained. These instruments enhance international readability and recognition of the degree by employers and higher education institutions worldwide. In parallel, harmonised internal and external quality assurance procedures are implemented across partner institutions, in line with the Standards and Guidelines for Quality Assurance in the EHEA (ESG). Joint monitoring, shared evaluation criteria, and continuous improvement mechanisms reinforce academic quality, accountability, and institutional trust.

The programme further establishes clearly defined mobility pathways with structured academic progression, ensuring that each mobility window is coherent with the overall learning path, and supports a timely degree completion. Internationalisation is fully embedded in every dimension of COMEM<sup>AI</sup>, from joint admissions and diverse student cohorts to integrated programme governance and delivery by transnational academic teams. Students benefit from exposure to multiple academic cultures, pedagogical traditions, and research environments, while staff collaboration strengthens institutional cooperation and innovation in teaching and learning. Multilingualism is a further pillar of COMEM<sup>AI</sup> contribution to the EHEA. While English is adopted as the core teaching and working language, students are actively encouraged and supported in learning the local languages encountered during their mobility periods (i.e., Spanish/Catalan, Italian, French, Norwegian, Turkish). Language courses and informal learning opportunities enhance communication skills and cultural awareness. These efforts are complemented by joint cohort events and active participation in local student life, which foster intercultural competence and social inclusion, being central values of the EHEA vision.

The programme is also closely connected to professional, industrial, and societal networks across Europe and beyond, reinforcing the EHEA objective of linking higher education, research, and societal impact. Graduates of COMEM<sup>AI</sup> will possess the technical, digital, intercultural and leadership skills

needed to support Europe's transition to a sustainable and competitive Blue Economy. By combining scientific excellence, industrial relevance, intercultural experience and a multi-country learning environment, the programme will contribute significantly to the attractiveness, coherence and global visibility of the EHEA while setting a benchmark for innovation in engineering at Master level.

[18] Council of the European Union. Council Recommendation of 22 May 2018 on key competences for lifelong learning. (2018/C 189/01), Official Journal of the European Union, C 189, 4.6.2018, pp. 1–13.

[19] European Ministers of Education (2020). The Bologna Process 2020 – The European Higher Education Area in the new decade (Rome Communiqué). Rome, 19 November 2020.

#§COM-PL-CP§# #§PRJ-OBJ-PO§# #§REL-EVA-RE§# #@QUA-LIT-QL@# #@CON-MET-CM@#

## 2. QUALITY

### 2.1 PROJECT DESIGN AND IMPLEMENTATION

#### 2.1.1 Concept and methodology

##### Concept and methodology

Please refer to the description of the award criteria in the Erasmus+ Programme Guide.

##### *Joint Academic Programme Design and Consortium Excellence*

The Master in Coastal and Marine Engineering and Management is built on a strong joint academic vision shared across the consortium. The programme is designed to deliver excellence and innovation through a coherent structure of specialization tracks, an integrated curriculum, and advanced pedagogical approaches. Emphasis is placed on digitalisation, AI, and data-driven methods in coastal and marine engineering, reflecting emerging scientific and industrial needs.

##### *Jointly Designed Academic Pathways and Tracks*

The consortium has jointly developed a set of specialization tracks (three) addressing key technical challenges in coastal and marine environments, including the impacts of climate change, coastal hazards, and the resilience and performance of marine and coastal infrastructure. While the programme retains essential contextual elements, its primary focus lies on engineering-driven solutions, supported by advanced numerical modelling, monitoring technologies, and AI-based and data-driven design approaches. The structure and content of each track are jointly defined, ensuring academic coherence, technical depth, and a progressive development of competences across institutions.

##### *Joint Definition of Learning Outcomes*

The learning outcomes of the Master's programme, both at programme and track levels, have been jointly defined by all partner institutions. They reflect a shared understanding of future challenges in coastal and marine engineering, particularly those related to the following aspects:

- uncertainty and risk under climate change;
- sustainable and resilient design of coastal and offshore infrastructure;
- advanced numerical, statistical, and AI-based methods for analysis, prediction, and optimisation;
- the use of large datasets from monitoring systems, remote sensing, real scale, in situ and laboratory experiments.

##### *Integrated and Innovative Curriculum*

The curriculum consists of a jointly developed set of compulsory and elective courses, combining high-quality master-level teaching from the partner Institutions, covering key subjects of environmental and civil engineering such as:

- coastal, marine, port, and offshore engineering;
- numerical modelling, machine learning, and AI applications in coastal engineering;
- data analytics, digital twins, and data-driven design methodologies.

The integration and excellence of the curriculum are ensured through the complementary scientific and technical expertise of the partners, which collectively cover the full engineering and digital scope of the programme, clearly defined and unique mobility paths for each specialization track, structured interaction between students from different tracks across multiple semesters that fosters interdisciplinary and cross-institutional exchange, and joint curriculum development including coordination of course content, learning objectives, and sequencing, particularly for AI- and data-focused subjects.

Formal bi-annual consortium meetings, held alternately at partner institutions, are dedicated to academic quality assurance, curriculum innovation, and the continuous integration of emerging AI and data-driven technologies.

#### *Automatic Recognition and Academic Consistency*

The two-year programme is designed to guarantee full and automatic recognition of study periods, courses, and examinations completed at any partner institution. All learning activities defined within the jointly agreed curriculum are recognised by all degree-awarding higher education institutions, ensuring academic continuity and equal treatment of students across tracks.

#### *Joint Commitment and Governance*

All partner universities have confirmed their commitment to the programme through formal Letters of Intent and agree to comply fully with EMJM obligations. Roles, responsibilities, and academic contributions are further detailed in a binding Consortium Agreement, ensuring shared ownership, long-term sustainability, and academic excellence.

#### *Innovative and Harmonised Teaching and Assessment*

Excellence and innovation in teaching and assessment are reinforced through several joint measures:

- joint introductory sessions during which representatives from all partner institutions present the specialization tracks and research themes, including AI applications in coastal and marine engineering;
- a common first semester at NTNU, establishing a shared scientific and methodological foundation;
- a joint short course on coastal risk assessment and management hosted at IZTECH, Izmir (Turkey), at the end of the first semester, focused on the identification and evaluation of coastal hazards and their impacts. The short course will host guest lecturers and will give the opportunity for students to gain hands-on experience, interact with international experts, and exchange knowledge on best practices in coastal risk assessment and management.
- two semesters at different partners' institutions (UNIGE, BUILDERS/UCAEN, UPC) depending on the specific track chosen by the students;
- a joint international summer workshop hosted at BUILDERS, Caen, at semester 4, focused on applied, project-based challenges that integrate physical processes, numerical modelling, and AI-supported data analysis. The workshop involves different companies active in the coastal/ocean engineering sector as well as in dredging works, and organizes a speed interview afternoon to put students who have almost completed their master's degree in direct contact with companies active in the sector (DEME, Artelia, EGIS, a.o. Associated Partners);
- a common master's thesis evaluation framework and shared grade conversion system, ensuring consistent academic standards;
- access for all students to a shared digital learning and collaboration platform, supporting exchange of data, models, and computational tools.

#### *Networks and Added Value of the Consortium*

The consortium provides a strong and highly integrated international network that significantly enhances the academic and research quality of CoMEM<sup>AI</sup>. A key added value lies in the geographical diversity of the partner institutions, which are in Arctic, Atlantic, and Mediterranean regions. This diversity exposes students to a wide range of coastal and ocean environments, hydrodynamic regimes, climatic conditions, and hazard contexts, which are systematically embedded in the study pathway through courses, fieldwork, case studies, and mobility periods. Through structured mobility between partner institutions

and research environments, the programme strengthens joint research activities and trains highly qualified graduates with strong international academic and professional networks. The programme brings together six leading international HEIs under the Erasmus Mundus+ brand, enhancing global visibility and attracting collaboration opportunities, including visiting scholars and alumni who act as ambassadors. This network facilitates connections with industry and research institutions, fosters knowledge exchange, strengthens research excellence across partner institutions, and provides access to a broad international network that ensures the relevance and impact of both CoMEM<sup>AI</sup> and each institution's programmes.

Key networking and joint activities include:

- strengthening joint research across partner institutes through student and staff mobility;
- a joint selection process for visiting scholars, ensuring high academic quality and relevance;
- staff mobility schemes that foster research collaboration, knowledge transfer, and pedagogical innovation;
- exchange of best practices among partners regarding active and innovative learning approaches;
- the establishment of an Internship Hub to centralise and systematise student internship opportunities, strengthening links between students, industry, associated partners, and supporting organisations, and enhancing cross-institutional networking;
- common field trips and excursions.

#### *Jointness, Interdependence, and Continuous Programme Development*

The consortium shares a strong understanding that jointness and interdependence are essential to achieving the programme's objectives. This is reflected in several core processes and academic practices.

A vital element is the annual internal programme review and development process, which ensures continuous innovation and excellence. This process integrates feedback from students, visiting scholars, external lecturers from industry, and associated partners. Curriculum updates consider evolving global, European, and national policies, recent research outcomes, and technological advances, ensuring complementarity, integration, relevance, and high academic quality. Programme development builds on the complementary strengths and specialisations of the partners, in close collaboration with external stakeholders and future employers.

#### *Added Value of Regional Diversity and Strategic Expansion*

The common first semester at NTNU, located in the Arctic region, plays a crucial role in building cohort cohesion, academic trust, and intercultural understanding. Exposure to northern coastal environments fosters awareness of cold-region processes, seasonal variability, and engineering challenges specific to high-latitude contexts. This shared experience enhances critical discussion and supports a wide range of joint academic and extracurricular activities.

Subsequent mobility periods at Atlantic and Mediterranean partner institutions further broaden students' exposure to contrasting coastal settings, including wave-dominated, tide-dominated, and mixed-energy environments. This progressive geographical learning path allows students to compare and integrate knowledge across different climatic and environmental contexts, strengthening their analytical and engineering competences.

The inclusion of a new partner institution from Turkey represents a strategic enhancement of the consortium. This partner contributes with a strong expertise in coastal hazards, risk assessment, and vulnerability analysis, including multi-hazard contexts, and applied knowledge relevant to highly dynamic and risk-prone coastal regions, in addition to advanced experimental and numerical laboratories. Besides, the Turkish partner significantly strengthens the programme's outreach and relevance in a strategic geographical area at the interface between Europe, the Middle East, and neighbouring regions, thereby expanding opportunities for academic cooperation, student recruitment, and future research and innovation activities.

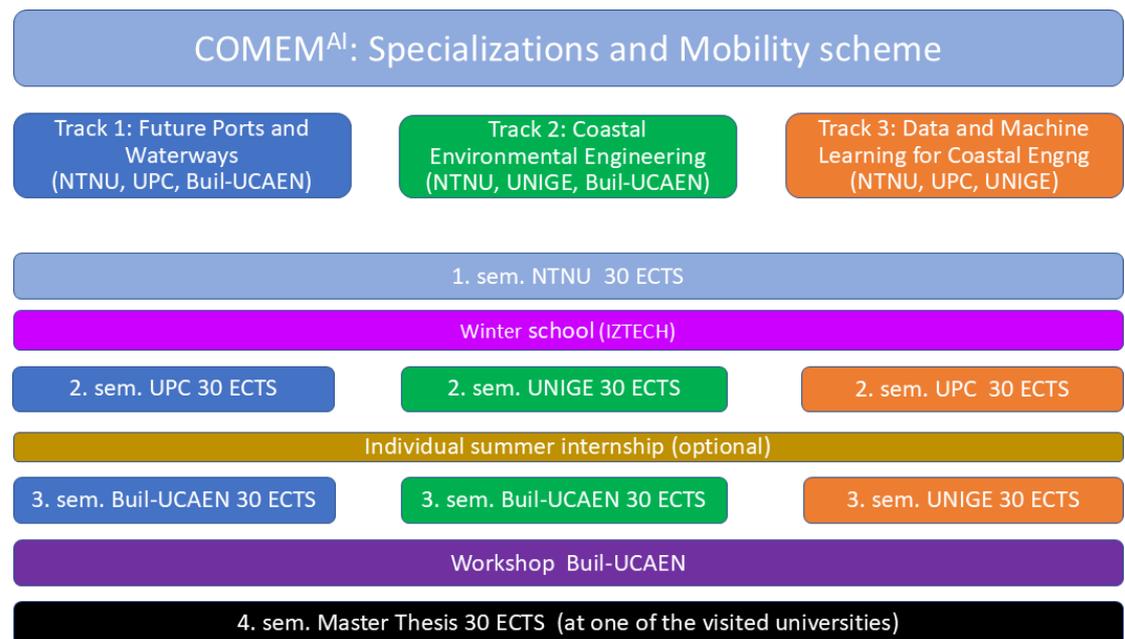
#### *Cohort Cohesion and Skills Development*

The international diversity of the student cohorts, combined with structured mobility, enhances academic perspectives and supports the acquisition of both technical (hard) and transversal (soft) skills, including intercultural communication, teamwork, and adaptability. These competences are highly valued by future employers.

Interaction between students from different cohorts, supported by alumni networks at partner institutions, enables knowledge transfer, mentoring, and career guidance. Visiting scholars and industry lecturers further expand students' professional networks within academia and industry. Staff mobility between partner institutions strengthens internal research and teaching environments through the exchange of practices and collaborative research initiatives, directly benefiting students by increasing academic interaction throughout the programme. The short course held in Izmir at the end of semester 1 and the joint workshop held in Caen in semester 4, attended by students from all tracks, reinforce cohort cohesion and strengthens links with academia and associated industrial partners contributing to the organization and implementation of these specific training activities. The latter also opens new avenues for European cooperation in education and research, creating long-term value for students, staff, and partner institutions.

#### *Integrated Study Path*

The course modules are organized according to the Track topics corresponding to the Career Pathways. The Track topics, shown in the figure below, are: (1) *Future Ports and Waterways*; (2) *Coastal Environmental Engineering*; (3) *Data and Machine Learning for Coastal Engineering*.



*Figure 6. Mobility and Study Periods for CoMEM<sup>AI</sup> program*

All students begin their studies in mid-August at NTNU for the first semester, where they strengthen their foundational engineering skills through courses such as Arctic and Marine Civil Engineering, Port and Coastal Facilities, and the non-technical course Corporate Responsibility and Ethics. Elective courses are chosen with preference for topics closely related to the student's CoMEM<sup>AI</sup> Track.

Following the first semester, students embark on a structured mobility path across at least three partner countries, allowing them to experience diverse academic environments, European cultures, and a wide range of coastal and marine settings. The mobility plan includes a short course in Turkey, leveraging the partner's laboratories and expertise in coastal hazard and risk management, and a joint summer workshop in Spain, promoting interdisciplinary collaboration across all tracks.

The Master's thesis is designed to encourage co-supervision, which can involve multiple partner institutions and/or associated partners, including research centres and industry. This approach strengthens academic collaboration, ensures high-quality research, and exposes students to a variety of

methodological and applied perspectives.

The detailed curriculum for each track at the participating institutions is provided in the following Tables, showing the different courses offered by the different institutions for the three different tracks. The course sequence and mobility structure, illustrated in the previous figure ensure coherence of academic content and social interaction within the student cohort, making mobility and collaboration an intrinsic component of the programme.

During the first semester, students strengthen their fundamental engineering skills through courses in Marine Civil Engineering and Port and Coastal Facilities. Special attention is devoted to the Arctic environment. In addition, students may choose one elective course from a range of topics not strictly related to Coastal Engineering, including technical subjects (such as Safety and Reliability Analysis, Dynamic Response to Irregular Loadings, and Programming and Numeric) as well as non-technical subjects (such as Corporate Responsibility and Ethics and Environmental Communication). Students are expected to select elective courses that are preferably aligned with their CoMEM<sup>AI</sup> study track.

Semester 1 - NTNU 30 EC		EC	Track		
Course Number and Title			1	2	3
TBA4265	<a href="#">Arctic and Marine Civil Engineering</a>	7.5	C	C	C
TBA4145	<a href="#">Port and Coastal Facilities</a>	7.5	C	C	C
TDT4127	<a href="#">Programming and Numerics</a>	7.5	E	E	E
TBA4260	<a href="#">Ice Actions on Arctic Structures</a>	7.5	E	E	E
TPK4120	<a href="#">Safety and Reliability Analysis</a>	7.5	E	E	E
TBA4275	<a href="#">Dynamics Response to Irregular Loadings</a>	7.5	E	E	E
FI5205	<a href="#">Corporate Responsibility and Ethics</a>	7.5	E1	E1	E1
PSY3151	<a href="#">Environmental Communication</a>	7.5	E1	E1	E1

C: Compulsory, E: Elective, E1: Either FI5205 or PSY3151 can be chosen

In the second semester, students are hosted either at UPC (Track 1 and Track 3) or at UNIGE (Track 2). At UPC, the curriculum focuses on coastal environmental engineering, encompassing the modelling and analysis of coastal processes and the assessment of anthropogenic impacts on these processes. The programme also addresses the design of coastal and harbour structures and beach restoration interventions, with particular emphasis on sustainability, long-term impacts, coastal conflicts, and risk assessment. Within CoMEM<sup>AI</sup>, a dedicated new course is introduced: Design of Coastal and Harbour Structures: Analytical Approaches and Physical Modelling, which emphasises analytical methods and physical experimentation for coastal structure design. This course is fully complementary to NTNU offerings (Port and Coastal Facilities), which primarily focus on design and construction procedures.

Numerical modelling training is addressed in a coherent and integrated manner across semesters. In the second semester, students follow Numerical Modelling of Wave–Structure Interaction and Beach Morphodynamics, a new dedicated course which introduces advanced numerical modelling of wave–sediment and wave–structure interactions using XBeach and DualSPHysics. In the third semester, this training is further consolidated through courses covering the TELEMAC system (from wave propagation to harbour agitation) and OpenFOAM, enabling a direct comparison between mesh-based CFD approaches and meshless methods such as DualSPHysics. Together with the programming fundamentals and procedure-oriented Python skills developed at NTNU, students acquire a strong transversal background in numerical modelling, progressing from basic skills to the critical application of low-, medium-, and high-fidelity models commonly used in coastal and marine engineering.

Students enrolled in Track 2 at UNIGE follow a curriculum centred on shoreline management and integrated coastal and maritime environmental management strategies. The courses address the physical processes governing coastal hydro-morphodynamics, the design of coastal and shoreline protection measures, and the evaluation of their environmental impacts. In addition, students may select elective courses covering topics such as climate change modelling and analysis, dispersion processes in coastal zones, and European Union and transnational environmental law.

<b>Semester 2 - UPC 30 EC</b>			<b>Track</b>		
<b>Course Number and Title</b>		<b>EC</b>	<b>1</b>	<b>2</b>	<b>3</b>
250600	<a href="#">Coastal Processes and Dynamics</a>	5	C	-	C
250601	<a href="#">Coastal Sustainability: Defence and Realignment</a>	5	C	-	C
TBD	Design of Coastal and Harbour Structures: Analytical Approaches and Physical Modelling	5	C	-	E
250912	<a href="#">Coastal Flooding: Impacts, Conflicts and Risks</a>	5	E	-	C
TBD	Numerical Modelling of Wave–Structure Interaction and Beach Morphodynamics	5	C	-	C
250MUM027	<a href="#">Port management and Maritime Transport</a>	5	E	-	E
250602	<a href="#">Coastal Zone Planning and Management</a>	5	E	-	C

<b>Semester 2 - UNIGE 30 EC</b>			<b>Track</b>		
<b>Course Number and Title</b>		<b>EC</b>	<b>1</b>	<b>2</b>	<b>3</b>
97234	<a href="#">Environmental Fluid Mechanics</a>	5	-	C	-
97239	<a href="#">Tidal Eco-Morphodynamics</a>	5	-	C	-
97237	<a href="#">Coastal Structures and Shore Protection</a>	5	-	C	-
98070	<a href="#">Applied Ecology</a>	5	-	E	-
112037	<a href="#">Mixing Processes in Air and Sea</a>	5	-	E	-
98068	<a href="#">EU and Transnational Environmental Law</a>	5	-	E	-
108884	<a href="#">Climate Change: Processes and Modelling</a>	5	-	E	-

The third semester is dedicated to the final phase of specialization within the Joint Master programme. During this semester, students are enrolled in one of the program tracks and follow mobility pathways aligned with their chosen specialization. Students in Track 1 and Track 2 will undertake a mobility period at the University of Caen Normandy and Builders, Caen, where they will attend advanced courses in ports and waterways engineering and management. The curriculum places strong emphasis on the use of data-driven approaches and advanced numerical tools for shoreline, port, and waterfront planning and design, ensuring coherence with both academic excellence and professional practice in the field. Students in Track 3 will complete their mobility period at the University of Genoa (UNIGE), where they will follow specialized courses in Machine Learning and its application to practical case studies in coastal and harbour engineering. These courses are complemented by modules addressing the physical, hydrodynamic, and morphodynamic processes governing nearshore and coastal environments. In addition to the compulsory specialization courses, a portfolio of elective modules is offered, including renewable energy systems, advanced numerical modelling, and cartography and Geographic Information Systems (GIS). This structure allows students to further customize their learning pathway while strengthening interdisciplinary and transversal competences, in line with the objectives of the Erasmus Mundus programme.

<b>Semester 3 – BUILDERS - UCAEN 30 EC</b>			<b>Track</b>		
<b>Course Number and Title</b>		<b>EC</b>	<b>1</b>	<b>2</b>	<b>3</b>
EFP-90001	<a href="#">Hydraulics</a>	8	C	C	-
EFP-90002	<a href="#">Inland Waterways and Dredging</a>	5	C	C	-
EFP-90003	<a href="#">Data and Numerical Tools for Shore and port Works</a>	5	C	-	-
EFP-90004	<a href="#">Data and Numerical Tools for Shore and coastal Works</a>	7	-	C	-
EFP-90005	<a href="#">Advance design structure for port engineering</a>	7	C	-	-
EFP-90006	<a href="#">Advance design structure for coastal engineering</a>	5	-	C	-

EFP-90007	<a href="#">Port Management and Operations</a>	5	C	-	-
EFP-90008	<a href="#">Coastal Development</a>	5	-	C	-

<b>Semester 3 - UNIGE 30 EC</b>		<b>Track 3</b>			
<b>Course Number and Title</b>		<b>EC</b>	<b>1</b>	<b>2</b>	<b>3</b>
112036	<a href="#">Geophysical Fluid Dynamics</a>	5	-	-	E
97233	<a href="#">Advanced Fluid Mechanics</a>	5	-	-	C
98248	<a href="#">Marine Biodiversity Management</a>	5	-	-	C
90498	<a href="#">Machine Learning</a>	5	-	-	C
101801	<a href="#">Predictive Analytics Project</a>	5	-	-	E
90529	<a href="#">Data Visualization</a>	5	-	-	E
108725	<a href="#">Water and Wind for Clean Energy</a>	5	-	-	E
98064	<a href="#">Numerical Cartography and GIS</a>	5	-	-	E

In the fourth semester, students focus on the completion of their Master's thesis. The thesis consists of an independent, original, and critical research project addressing a topic relevant to the chosen track specialization. Each partner university offers a broad range of thesis topics aligned with its academic expertise, while close links with industry and associated partners ensure the relevance and applicability of the proposed research themes. Students are required to clearly define research objectives and to develop and implement an appropriate methodology. The research outcomes must be communicated effectively both orally and in written form, through a well-structured and concise thesis document and a formal presentation. Particular attention is given to clarity of expression, quality of figures and tables, appropriate referencing, and the use of accurate scientific and technical language. Through the thesis work, students develop advanced competencies in conducting independent engineering and research activities. They receive training in project planning and implementation, systematic collection and critical use of information, and scientific report writing. Background reading and an initial literature review are required to establish clear objectives and a robust methodological framework, and students are expected to submit a detailed project plan within two weeks of the start of the thesis period. Teaching and supervision activities primarily consist of regular tutorials with the assigned thesis supervisor and, where appropriate, seminars dedicated to research methodology and presentation skills. Learning activities encompass the literature review, all phases of the research process, and the writing, revision, and final production of the Master's thesis. The Master's thesis is designed to encourage co-supervision, which may involve multiple partner institutions and/or associated partners, including research centres and industry stakeholders. This co-supervision framework strengthens academic collaboration, enhances the quality of the research, and exposes students to diverse methodological approaches and applied perspectives.

Below is a description of Tracks 1-3 with the track specific learning outcomes:

#### **Track 1: Future Ports and Waterways**

Climate change poses significant risks to business continuity, operations, safety, and infrastructure, requiring ports and waterways operators to urgently strengthen resilience and adaptive capacity. Addressing climate-related uncertainties in the selection, design, and evaluation of resilient infrastructure solutions is therefore essential. CoMEM<sup>AI</sup> Track 1 introduces the potential impacts of climate change and the key challenges associated with the adaptation of ports and waterways. It also addresses the carbon footprint of activities related to the development, maintenance, and operation of navigation channels and port infrastructure, including the management of dredged material. Given the growing complexity of projects and stakeholder involvement, competence in stakeholder management is also developed. Sea-level rise is now a concrete reality that must be integrated into port development strategies, and the track promotes sustainable responses based on advanced maritime techniques and scientific technologies.

#### Learning Outcomes

**General Competences:**

Application of common design methods for ports, waterways, and coastal facilities. Understanding dredging and disposal concepts for contaminated sediments. Design and operation of inland waterways hydraulic structures and riverbanks. Awareness of social responsibility in business and development of entrepreneurship skills.

**Knowledge:**

Students will acquire knowledge of: Key MetOcean processes and their impacts on port and waterways infrastructure. Numerical and laboratory modelling techniques. Geotechnical principles for foundations of port and waterways structures. Management techniques for planning and operation of ports. Environmental considerations before and after construction. Principles of entrepreneurship and corporate social responsibility. Strategies to manage climate change uncertainties in resilient infrastructure design and operation.

**Skills:**

Analysis of MetOcean data in time and frequency domains to inform operational and design decisions. Design of navigational infrastructure with built-in resilience and climate adaptation. Application of risk management concepts and techniques. Facilitation of stakeholder engagement and community collaboration to ensure project acceptance and success.

**Track 2: Coastal Environmental Engineering**

The Coastal Environment and Engineering track provides a comprehensive foundation in classical hard and soft engineering approaches, offering both theoretical-conceptual and practical knowledge of ports and coastal systems. This foundation enables further specialization, with particular emphasis on nature-based solutions. Core concepts in marine and coastal physical processes and the mechanics of coastal structures are introduced, forming the basis for understanding the interaction between maritime infrastructure, the environment, and human impacts on coastal development. Given the diversity of coastal engineering challenges and approaches across partner institutions (NTNU, UNIGE, BUILDERS-UCAEN, IZTECH), students gain both a classical perspective and an in-depth understanding of specific environments, including fjords, microtidal areas, and torrential weather conditions. Required mobility plays a key role in this multidimensional training, enriching students' ability to analyse and solve complex coastal engineering problems.

**Learning Outcomes****General Competences:**

In this track, students gain advanced knowledge of the coastal environment, applying classical and nature-based engineering approaches. They develop skills to analyse and synthesize data from multiple sources, addressing challenges from waves, currents, seabed and coastline interactions, and human interventions, including climate change impacts. Students learn to propose innovative solutions individually or in teams, strengthening teamwork and communication skills, and are prepared to assume leadership roles with awareness of ethical, cultural, and social responsibilities in a global professional context.

**Knowledge:**

Students will acquire knowledge of: Coastal hydrodynamics and processes. Short- and long-term wave climate. Sediment transport and morphology. Tidal currents. Coastal and oceanographic numerical modelling. Physical modelling of coastal processes, structures, and interactions. Coastal vulnerability within a sustainable framework. Field campaigns and data analysis for problem evaluation and solution design. Beach management strategies for real-world systems. Climate change impacts on coasts. Collaboration with administrations and private companies.

**Skills:**

Students will be able to design and assess coastal interventions, propose alternatives to hard engineering, analyze and interpret field data to understand physical processes across short- to long-term scales, apply advanced wave, flow, and morphological models, and perform risk, vulnerability, and

hazard analyses including decadal (climatic) impacts.

### **Track 3: Data and Machine Learning for Coastal Engineering**

Track 3 has been specifically developed for the CoMEM<sup>AI</sup> program to address the growing need for coastal engineers proficient in both traditional methods and advanced data-driven approaches, including the application of Machine Learning in coastal and port engineering. Courses within this track cover the fundamentals of Machine Learning and its practical applications to coastal engineering challenges. This innovation responds to the sector's increasing digitalization and the demand from alumni and industry stakeholders for professionals skilled in managing large datasets, predictive tools, and automated modelling workflows. In Track 3, AI-based content and problem-solving approaches are systematically embedded across several courses. Students are exposed to the use of data-mining techniques, machine learning (ML) methods, and large language models (LLMs) as supporting tools for analysis, modelling, and decision-making. These approaches are integrated into coursework and assignments in areas such as coastal processes, flooding risk assessment, design of coastal and harbour structures. AI tools are used to analyse large experimental and numerical datasets, support model interpretation, automate workflows, and assist advanced problem-solving, thereby reinforcing the digital and AI-oriented profile of the Track 3.

#### Learning Outcomes

##### *General Competences:*

In this track, students acquire advanced knowledge of the coastal environment, focusing on the interactions between waves, currents, seabed, coastlines, and harbor infrastructures. Through courses in numerical modelling and Machine Learning, students develop the ability to apply these contemporary techniques to address practical coastal engineering challenges, enhancing their analytical, computational, and problem-solving competences in an international and multidisciplinary context.

##### *Knowledge:*

Students will acquire knowledge of: Basic of Coastal and Harbor Engineering. Coastal Hydro- and Morpho-Dynamics. Physical Modelling of Coastal Processes. Numerical Modelling of wave-structure interactions. Machine Learning. Data Visualization. Marine Biodiversity. Development of Data Driven analysis for Coastal Engineering projects and feasibility studies.

##### *Skills:*

Students completing this track will develop the ability to analyse coastal and harbour environments, applying numerical modelling, physical experiments, and Machine Learning techniques to address complex engineering challenges. They will acquire expertise in data-driven analysis and visualization, enabling informed design and planning decisions while integrating resilience, sustainability, and biodiversity considerations. Graduates will also strengthen their teamwork, communication, and project management skills in international and multidisciplinary contexts.

### **Short Course in IZTECH: Coastal Hazards, Risk Assessment and Mitigation**

This short course provides an integrated introduction to coastal hazards, risk assessment, and mitigation, combining fundamental concepts with practical real-world applications. Participants will explore key coastal hazards such as flooding, erosion, extreme waves, and tsunamis, within a risk-based framework that links hazards, exposure, and vulnerability. Experts from academia and industry will be invited to share their experience on real-world challenges and solution-oriented approaches, offering participants insight into current practices and decision-making processes.

Through a mix of lectures, practical sessions, and a field trip, participants will gain hands-on experience in coastal hazard assessment. Activities include shoreline change analysis using multi-temporal imagery, evaluation of flood drivers and mitigation measures, and on-site observation of coastal defences and natural features. Extreme and low-probability/high-impact events, such as tsunamis, are addressed through recent examples from Turkey and around the world, together with a process-based understanding.

The course concludes with a focus on risk communication and decision-making, highlighting the importance of stakeholder engagement and policy relevance. Interactive role-play exercises and group

presentations allow participants to synthesize technical knowledge and translate it into effective mitigation strategies. By the end of the course, participants will be equipped with practical tools and interdisciplinary perspectives applicable to coastal management, research, and engineering practice.

**Workshop in Caen**

This one-month project-based course addresses the complex challenges of the modern maritime environment. In a context of climate change, energy transition, and evolving logistics, students will explore the synergy between port infrastructure, coastal resilience, and offshore renewable energy.

Working in international teams, students will tackle a "living laboratory" project—a real-world coastal territory requiring a multi-functional design. The course bridges the gap between technical engineering and strategic management, supported by field visits, industry expert inputs, and laboratory sessions in a wave flume.

The course covers the following topics:

- Wave and wind climate characterization, coastal morphodynamics, sediment budgets, and bathymetry.
- Port functional planning and conceptual design of coastal/offshore structures.
- Coastal & Environmental Resilience: Coastal hazard diagnosis (erosion, flooding),
- Nature-Based Solutions (NBS), and integrated sediment management.
- The Blue Economy & Logistics
- Ship manoeuvring (mooring/berthing), dredging strategies, stakeholder management, and multi-criteria decision-making.

Upon completion of the workshop, students will be able to:

1. Analyse the state of a coastal/offshore site.
2. Propose a consistent layout for integrated maritime projects, combining port terminals, mooring systems, and offshore energy foundations.
3. Assess wave agitation, mooring stability, and structural operability
4. Compare "grey, green, and hybrid" protection solutions, integrating environmental mitigation
5. Build a basic operational model including project phasing, construction methods, and the economic constraints of the Blue Economy.

**Student selection and enrolment**

CoMEM<sup>AI</sup> aims to select students with a strong foundation in mathematics, physics, and basic civil engineering. This background is strengthened through advanced courses in coastal and marine engineering, complemented by practical assignments, traineeships, field trips, and laboratory work. Exposure to cutting-edge research and industry-led lectures ensures students develop relevant skills and engage with the latest developments in the field.

*Application Procedure*

The Consortium partners have agreed in advance on the application deadlines, which are coordinated by UNIGE. UNIGE manages an established application system for international students through its ITC and Teaching Divisions. Each year, the application opening period is announced well in advance on the programme website. Prior to the opening, the Administrative Coordinator consults with the International Admissions Officer to review the process and identify any necessary updates or amendments.

Applicants are required to complete the online international student form, fill and submit the CoMEM<sup>AI</sup> specific form, and upload all other supporting documents. Step-by-step application instructions are provided on the programme website, and students are advised to prepare their documents in advance. Applicants indicate their track preferences in the form; the Consortium will strive to accommodate these, while ensuring a balanced distribution. Admitted students are assigned to a specific track, except for self-paying students, who may choose freely.

The required documents of the CoMEM<sup>AI</sup> application are reported in the following table:

Document	Details
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CoMEM <sup>AI</sup> specific applications	To be filled in and signed.
Original Academic Degree(s)	In language of origin. Documentation of expected graduation date from home university must be submitted for those graduating after the application date closes.
Translation Academic Degree(s)	To be provided in English.
Translation of grades/marks	To be provided in English.
Proof of English Language	B2 level or equivalent (IELTS 5.5 to 6.5; Cambridge FCE; EF SET 51-60; TOEFL 72-94). Nationals from the USA, the English-speaking part of Canada, U.K., Ireland, Australia and New Zealand are exempt from the English language requirement.
Letters of Recommendation	Two in English: one from an official of the faculty from which the diploma was obtained or will be obtained before the start of the programme; one from an employer or official, e.g. the supervisor of the BSc thesis.
A clear CoMEM <sup>AI</sup> relevant statement (1000 words max.)	In English: The statement should explain why the applicant would be a good participant in the CoMEM <sup>AI</sup> MSc programme and include: a) academic and personal motivation; and b) relevant skills and abilities.
A photocopy of passport	Showing name, date, place of birth and passport expiry date.
Verification of residency	Residency should be verified.

The intent of the admission policy is to ensure equal opportunities for qualified BSc graduates from all countries. Students are individually assessed based on their academic and professional record, personal statements, letters of recommendation and English language competency. The Consortium has agreed upon a list of minimum requirements to be considered for admission. The agreed minimum requirements for an applicant to be considered are listed in the following table and will be clearly stated on the CoMEM<sup>AI</sup> website.

Document	Details
University BSc degree in Coastal -, Civil -, Ocean, Environmental Engineering, Marine Sciences, Earth Sciences, Oceanography, Environmental Sciences, Physics	Applicants must have a thorough general knowledge on the fundamentals in civil engineering. The degree should comprise a minimum of 180 ECTS (including topics within the fields of mathematics/statistics/physics/chemistry equivalent to 36 ECTS). If a candidate is in the process of obtaining their BSc degree and will finish before the start-up date, then they can apply for admission provided a letter from the university confirming the anticipated date of completion of the degree. Assessment is then based on transcripts and curriculum. For applicants awaiting the final awarding of their BSc degree, admission will be conditional.
English language proof	See previous table.
Grade Point Average	BSc Cumulative GPA of at least 75% of the scale maximum.
Motivation statement	A clear and CoMEM <sup>AI</sup> relevant motivation statement (1000 words max.) that explains why the applicant would be a good participant in the programme and include: 1) academic and personal motivation; 2) relevant skills and abilities; and 3) which aspects of the CoMEM <sup>AI</sup> curriculum appeals to them.
A resume (curriculum vitae) in English	The CoMEM <sup>AI</sup> programme aims to attract students who have the potential to excel in coastal and marine engineering and management as exemplified by their academic and professional activities and demonstrable aspirations.

In case a passport is not valid minimum 6 months after the programme period ends, at time of application, the applicant must commit to obtaining a new passport. All applicant's passport must have the correct validity period before starting the programme. The scholarship application is only considered complete and will be reviewed when all documents have been uploaded and submitted.

#### *Selection Procedure*

The Consortium aims to attract and select highly qualified students through a fair, transparent, and merit-based process. Applicants are evaluated individually based on academic records (including exam results), personal statements, letters of recommendation, and English language proficiency. The ranking of the home university is also considered. While candidates holding a MSc may be admitted and considered for scholarships, priority is generally given to BSc applicants. The CoMEM<sup>AI</sup> selection process follows a three-step procedure, using a standardized evaluation template to assign total scores to eligible applicants. Candidates are then ranked from highest to lowest, and those meeting the minimum score are admitted. The programme website provides information on priority and selection policies. Following the Selection Committee meeting, all applicants are notified of their admission status. Admitted students receive a general admission letter, and those nominated for scholarships are informed of the conditions of pre-selection. Students must confirm their acceptance pending formal approval from the EACEA. Applicants on the reserve list, including those from underrepresented regions, are informed that scholarship awards may be confirmed depending on the EACEA decision.

#### *Performance Assessment*

The CoMEM<sup>AI</sup> Consortium applies local academic rules at each partner institution, with mutual recognition of existing methods and mechanisms across the consortium. Any deviation from common or local regulations requires the consent of all partners. Students are informed of relevant rules through oral presentations and written materials, including student handbooks. For example, at the start-up meeting at NTNU, students receive information on assessment methods, academic expectations, and grading procedures. Evaluation and grading criteria, including the use of the European Credit Transfer and Accumulation System (ECTS), are outlined in the Student Agreement. Workload and credit accumulation are expressed in ECTS, with one ECTS credit corresponding to approximately 28 hours of student workload. Academic performance is assessed using local grading scales, and grade equivalence across partner institutions is presented in the table below.

ECTS Description	Fail	Fail	Sufficient	Satisfactory	Good	Very Good	Excellent
ECTS Grade	F	Fx	E	D	C	B	A
ECTS %	--	--	10%	25%	30%	25%	10%
NTNU	F	F	E	D	C	B	A
UNIGE	Fail	Fail	18-20	21-23	24-26	27-29	30-30L
BUILDERS	F	Fx	E	D	C	B	A
UCAEN	F	Fx	E	D	C	B	A
UPC	0-4.9	0-4.9	5.0	5.5-6.0	6.5-7.0	7.5-8.5	9.0-10.0

The partner institutions reserve the right to update changes to the above table to be in accordance with local institutional changes at the partner institutions in which the consortium is obligated to follow.

Coursework is graded according to the local grading scales of each partner university, with a pass defined as at least an "E/Sufficient/Satisfactory/Pass" in the equivalent local scale. Through the Student Agreement, students consent to the CoMEM<sup>AI</sup> Consortium accessing their academic results and records. Course assessment may be based on written or oral examinations and/or continuous assessment through assignments, and students are informed in advance of the assessment criteria for each course.

#### *Examination*

Students are familiarized at the start of the programme with the rules and regulations pertaining to exams. Before exams all mandatory activities and assignments must be completed and passed. Exam dates are announced at the beginning of the semester. In the event a student fails a course a resit will be arranged. At the time of the resit the student will most probably be attending a different institution

than the one giving the exam. In this case, the Consortium Board will make provisions as far as possible to arrange for the re-sit at the institution the student is currently attending. Students sign the Student Agreement and confirm their knowledge of and compliance to the Examination regulations as stipulated in the handbook and as informed at partner universities.

#### *Master Thesis Evaluation and Defence*

One of the main objectives of CoMEM<sup>AI</sup> is to develop a Master's thesis programme that is as joint and integrated as possible across the consortium partners. The joint character of the thesis is reflected both in supervision—by promoting joint supervision among partner institutions—and in the coordinated academic support and assessment provided to students. Associated Partners are also involved in thesis development, offering students opportunities to engage with industry and with diverse academic environments worldwide. The procedures for thesis presentation and defence follow the regulations of the institution selected by the student for thesis submission.

#### **Services offered to the students**

Based on experience from previous programme editions (i.e., CoMEM and CoMEM+), the first semester at NTNU is recognized as crucial for student induction, after which students are well prepared for mobility. During the initial week, students receive an introduction to Norwegian and European culture, as well as to programme structure and planning. Following the matriculation ceremony, a departmental kick-off meeting provides information on course organization, study methods, academic expectations, assessment procedures, and academic integrity policies, ensuring transparency and clarity. In late August or early September, the Consortium Board meets at NTNU, during which partners present the programme tracks and students have a formal opportunity to discuss track choices with Board members. Informal networking activities further support interaction between students and consortium representatives

Prior to each mobility period, students are informed about all necessary administrative matters, including visa and housing arrangements. At each partner university, students participate in a compulsory orientation programme before the start of courses, introducing local academic practices and culture. UPC organizes orientation sessions for incoming international and exchange students, including an institutional welcome, information on legal procedures and student services, introductory workshops on Catalan language and culture, sports activities, and social and cultural events. UNIGE offers comprehensive support through its International Students Office, including assistance with enrolment, residence permits, tax codes, accommodation, and access to Italian language courses, complemented by social and cultural activities organized by student associations. BUILDERS/UCAEN hosts a two-day orientation programme for CoMEM<sup>AI</sup> students, featuring institutional welcome sessions, administrative guidance, academic information, meetings with curriculum managers, cultural visits, and activities organized by student associations. Dedicated support services are provided to facilitate integration, including mobility assistance, accommodation support, insurance, and international student networks. The University of Caen Normandie has just been awarded the 3rd star for the prestigious “Bienvenue en France” label, the highest possible distinction. This recognition, bestowed by Campus France following the 15th labelling committee meeting, rewards UNICAEN permanent efforts and improvements in welcoming international students. During the one-week short course at IZTECH, students will benefit from a welcome and orientation session, assistance with accommodation arrangements, access to classrooms, laboratories, computer and library facilities, Wi-Fi and campus services, lunches, sports facilities, and a field trip including a cultural visit.

#### *Local language courses*

**NTNU:** Presently NTNU does not offer low ECTS credit-bearing course in Norwegian suitable for the CoMEM<sup>AI</sup> programme. For those who like to learn Norwegian, the Norwegian on the Web (NoW) is an online course in entry level Norwegian, where all the teaching aids are integrated on one website, free of charge. [About NoW1 - NTNU](#). NoW has been developed at the Norwegian University of Science and Technology, NTNU, by experienced instructors. **UNIGE:** The project “School of Italian Language and Culture for International Students” (SLICIS) of UNIGE promotes the integration of international students in the University activities and in the Italian social life by providing Italian language courses and studies in Italian literature and culture for international students (<https://clat.unige.it/en/italianoperstranieri> and <https://unige.it/en/international/italian-language-school>). **BUILDERS and UCAEN:** The International

Quarter is offering specific support for French language (evening courses, five hours per week during ten weeks) and also specific 'language and culture' courses (heritage, French society and culture, gastronomy, art and history in Normandy, writers in Normandy, 'Freedom, Peace and Human rights') during the international summer schools (EDECI) in June. **UPC**: Catalan and Spanish language courses are offered by the Language and Terminology Service (SLT) at UPC. SLT provides a comprehensive range of language courses for beginners all the way to advanced learners. Additional support is given in the form of self-directed learning resources and language exchange services. **IZTECH** offers Turkish language courses for international students during the academic terms. Due to the limited duration of the short course, full language instruction cannot be provided; however, basic daily-use Turkish expressions will be introduced to support students' everyday communication.

#### *Accommodation finding support*

**NTNU**: For all students in CoMEM<sup>AI</sup> the accommodation is arranged before the student arrival. Accommodation is arranged by the NTNU Unit for International Relations. Cancellation fees are charged. The student will also have to pay a deposit amount. General information about Visa and Residence permit are sent to the student prior to their arrival. The Unit for International Relations has an agreement with the Norwegian immigration office that international student coming to NTNU has a priority and in most cases all student receives their visa in due time before semester starts. Regarding mobility to next university the CoMEM<sup>AI</sup> administrative officer together with The Unit for International Relations assist the students in this matter. Meeting up at the immigration office for ordering a residency card is organized through NTNU. The students are organized in groups and have appointments the first week. The health requirements / vaccinations are also organized in group appointments. **UPC**: There are several services offered to the students by the Student Mobility Unit, which is part of the Institutional Relations and Internationalization Bureau oriented to promote mobility and helping information. The Unit provides information and assessment on the city, accommodation, Catalan and Spanish language courses, health insurance, scholarships, the Orientation Week and the various procedures that students must follow to legalize their stay in Spain. Regarding the accommodation, the universities of Barcelona have an agreement with Resa Housing, an accommodation service for students, researchers, and university professors that need a place to stay for academic purposes. Students can contact Resa Housing via Internet, e-mail or fax to determine the most suitable type of accommodation available (shared flat, rented apartment or university halls of residence), well in advance of their moving to Barcelona. More information available at <https://www.upc.edu/en/university-life-and-services/accommodation>. **UNIGE**: The International Students Office focuses on helping international students with all the administrative and logistical procedures when arriving in Genova. It offers a free service to help students find an accommodation, get the residence permit as well as the Italian fiscal code. UNIGE has a web portal with a collection of accommodation offers <https://cercoalloggio.com/en/Genova> **BUILDERS and UCAEN**: accommodation is arranged before the students' arrival by UCAEN International Office on upon payment of a deposit. The international Office will provide information and support about Visa prior to their arrival. The health requirements appointments are organised on campus with the University medical service. **IZTECH**: The International Office of IZTECH supports international students with all administrative procedures upon arrival in İzmir, including providing guidance on visa requirements prior to arrival. In addition, two dedicated teaching assistants will support CoMEM<sup>AI</sup> students in settling on campus and integrating smoothly into life in İzmir.

#### *Other Services*

**Insurance**: Arrangements for insurance will be made for the all the students prior to arrival. The coordinating institution has already a collaboration with different insurance companies qualified in the needs of students who are going to study abroad. The insurance will cover the specific following categories: medical and dental costs, exceptional costs, travel aid, legal aid, accidents, liability for private individuals, baggage and household goods. The coordinator will liaise with UNIGE's current insurance companies (<https://intranet.unige.it/convenzioni-assicurazioni>) to verify the contractual suitability of this type of product that will be as well offered to self-financed students.

**Facilitation for students with families**: Students with spouses/family can request suitable housing. Information pertaining to the needs of students with families will be provided on the website through links to the partner institutions. Students taking family with them will be assisted with information about

financial requirements for visas.

**Students with special needs:** Examples of facilitation measures available to students with special needs (depending on their specific needs) are: (1) Examination: extensions, separate room during exam, reading exam text (dyslexia), alternative exams (at home/oral). (2) Studies: extended deadlines for assignments, counselling, special designed reading booths and writing assistance. (3) Housing: some living quarters adapted (f. ex. wheelchair). Students with special needs (e.g., a disability) when selected will receive information and personal follow-up from the administrative coordinator with regards to the facilitation that is offered at each of the institutions. In addition to guidance directly to the student the administrative coordinator will coordinate and secure necessary information exchange between institutions in to accommodate the student prior to arrival and to ensure a smooth process throughout the programme. The additional funding will be distributed and utilized amongst the partners to ensure the best suitable support for the student. Below are the links from each of the CoMEM<sup>AI</sup> Consortium partners' institutional websites describing and informing about their facilitation for special needs:

**NTNU:** <https://innsida.ntnu.no/tilrettelegging>

**UPC:** Special educational needs (Tools services and facilities for full inclusion: <https://inclusio.upc.edu/ca>; psychological support: <https://inclusio.upc.edu/ca/serveis>)

**UNIGE:** <https://unige.it/en/node/3394>

**BUILDERS:** <https://builders-ingenieurs.fr/en/our-campuses/special-facilities/handicap-situation/>

**UCAEN:** <http://vie-etudiante.unicaen.fr/sante-handicap/handicap/relais-handicap-sante-183488.kjsp>

**IZTECH:** <https://sks.iyte.edu.tr/en/iztech-without-barriers/mission/>

### **Student Agreement**

The two parties, the CoMEM<sup>AI</sup> Consortium and the Student, sign a Student Agreement in which mutual rights, obligations and responsibilities are stated. The agreement further defines the financial aspects/costs of scholarship, academic requirements and the legally binding aspects of the student participation in the CoMEM<sup>AI</sup>. All students receive an agreement.

Student agreement content description: The Student Agreement includes paragraphs detailing the obligations and rights for both parties under the following paragraphs:

- CoMEM<sup>AI</sup> Curriculum: (describing the requirements and grading scales),
- Erasmus student scholarship (pertaining to scholarship students),
- Non EU Scholarship, self-financed students,
- Consortium participation costs,
- Exclusion from CoMEM<sup>AI</sup>, Dispute settlements,
- CoMEM<sup>AI</sup> Admission Regulation and CoMEM<sup>AI</sup> Study and Examination Regulations.

**Academic aspects:** The student commits to carry out 2-year studies (minimum of 120 ECTS) at the CoMEM<sup>AI</sup> partner universities according to their individual study plan and mobility track. They commit to attending all obligatory sessions and arrangements as set out in the agreement. The students agree to the requirement to make sufficient progress and understand the consequences of not meeting these requirements.

**Administrative aspects:** The student agreement also includes a clause on the Consortiums' obligation to plan for housing arrangements and dispute settlement. Students are sent the agreement with the official confirmation of selection and agreement of EACEA.

**Financial aspects:** The agreement gives detailed information applicable to those students receiving Erasmus Mundus Scholarships. Further, the agreement includes information to non-Erasmus Mundus Scholarship/own funding students. Students are responsible for opening a bank account.

**Termination:** The student's rights and obligations are described regarding withdrawal or exclusion of the programme.

### **Staff Mobility, Invited Scholars**

Scholars selected for the scholarship award will receive a letter outlining the details, expected activities, and requirements for a short report. Timing is crucial: visits should occur during semesters when CoMEM<sup>AI</sup> students are present at the host institutions. Expected activities include

	Plan for Visiting Scholars*									
	A 2027	S 2028	A 2028	S 2029	A 2029	S 2030	A 2030	S 2031	A 2031	S 2032
NTNU	1		1		1		1			
UNIGE		1		1	1		1		1	1
Builders/UCAEN			1		1		1		1	1
UPC			1		1		1		1	1
IZTEC	1		1		1		1			
<b>Total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>

\*Plan for awarding scholarship to visiting scholars. Scholarship scholars vary in length of stay between 1-3 weeks and distributed amongst the partners for semesters in which the students are attending this partner.

In addition there will be non-scholarship visitors and guest lecturers.

interacting with students, delivering lectures, contributing to quality assessment and providing recommendations for program development, and exploring opportunities for future collaboration in research and education. Before departure, follow-up actions will be agreed upon to promote ongoing collaboration and the programme itself. The plan indicates the minimum number of visiting scholars; the total number will also depend on the duration of each scholar's stay.

### Teaching and Innovative Teaching

Teaching methods receive particular emphasis. Active learning is central, with students engaging deeply through 3–4 team-based semester projects supported by industry partner lectures. Compulsory coursework ensures completion for passing. Mobility opportunities for partners and guest scholars facilitate exchange of innovative methods and technologies. Partners promote modern, forward-thinking approaches, including interactive screens, video presentations, digital quizzes, digital twins, and gaming. Scholar visits drive educational innovation, which the Consortium actively welcomes. Research-based education is a key goal, supported by shared knowledge and practices among partners. Student feedback on course content informs programme adaptations and quality assurance. Discussions in CoMEM<sup>AI</sup> board meetings allow partners to share experiences with new methods, addressing strengths and weaknesses to elevate teaching quality across all institutions.

Furthermore, the programme adopts innovative, student-centred teaching strategies designed to enhance engagement, autonomy, transversal skills and real-world problem solving, particularly in complex engineering contexts:

1. Multiple sensory modalities (combination of various digital media types such as text, images, audio and video) and use of communication platforms (Discord, Slack);
2. Digital teaching classroom (cameras for photographing whiteboards, notes directly on screen, on charts and spreadsheets), Virtual room (for teaching or presenting case study results (reality augmented (natural-anthropomorphic) 'coastline' on field/lab);
3. Mind maps (drawing information in diagrams, tree) (effective mnemonics and remembering, process of assimilating and connecting facts, student learns and remembers more effectively by using the full range of visual and sensory tools);
4. Challenge-Based Learning (CBL) : Students work in multidisciplinary teams on open-ended, real-world challenges provided by industry, research projects or societal needs;
5. Learning by doing (experiments (small wave flume, small wave basins, field works (data collecting), ...), numerical models, fab lab, 3D printing, ...);
6. Networking teaching, blended learning (combine classroom learning with online learning): Collaborative spaces with videos, voice and text commenting (voicethread); Blogs; New type of presentations; Podcast, screencast (specific topic, particular process); Pooling, polling (understanding, rapid feedback, specific question/problem); Moodle; Chat rooms, Discussion board, Webinars; Flipped classrooms (theoretical knowledge from lectures posted online for the students to study at home before the effective lecture, Students are working at home on a theoretical subject and will present to the whole class);
7. 'Waterfall' teaching: One teacher gives a lesson of a fundamental concept to a small group of students, which will then teach to another small group, etc...The final group will teach to the whole class: Level of comprehension will give indications to the teacher and to the students in order to improve their pedagogy;
8. Digital Twins and Simulation-Driven Learning: Use of numerical models, simplified digital twins

or simulators to explore “what-if” scenarios (Parametric exploration, Sensitivity analysis, Decision-making under uncertainty).

#§CON-MET-CMS# #@PRJ-MGT-PM@#

### 2.1.2 Project management, quality assurance and monitoring and evaluation strategy

#### Project management, quality assurance and monitoring and evaluation strategy

Please refer to the description of the award criteria in the Erasmus+ Programme Guide.

 Please ensure coherence with the information on degrees and accreditation provided in other parts of the application.

CoMEM<sup>AI</sup> is jointly delivered by NTNU, UPC, UNIGE, BUILDERS, UCAEN and IZTECH, integrating fully accredited national Master programmes at each institution. All degrees adhere to national legislation and EHEA quality standards, ensuring full academic recognition across the consortium. The consortium applies harmonised procedures for academic coordination, mobility organisation, student support and administrative monitoring. Each institution ensures access to accredited study programmes, local coordinators, international offices, and student welfare services. A central Joint Programme Board (JPB) — supported by a dedicated administrative structure— oversees curriculum delivery, scheduling, mobility flows, and alignment with accreditation requirements. A detailed management plan assigns responsibilities for programme coordination, mobility administration, student guidance, financial management, learning-outcome monitoring and quality assurance. Roles are formally defined for the JPB, Local Coordinators, Internal Quality Assurance Committee (QAC), External Quality Assurance and Advisory Board (EQAB) and administrative units (see full description of CoMEM<sup>AI</sup> governing bodies in Section 2.2.2).

CoMEM<sup>AI</sup> is a joint Master programme that adheres to the Standards of Quality Assurance of Joint Programmes in the EHEA, offered by a consortium of higher education institutions (HEIs). CoMEM<sup>AI</sup> integrates existing local programmes at the partner institutions, all awarding fully recognised national Master degrees. All programmes are accredited in accordance with each partner’s national legislation and quality assurance agencies (Annex – Proof of accreditation) and are mutually recognised within the Consortium. More specifically, CoMEM<sup>AI</sup> is integrated within the following programmes at each institution:

- UNIGE: CoMEM<sup>AI</sup> is integrated within the Master programme in Environmental Engineering, ran by the Department of Civil, Chemical and Environmental Engineering (DICCA). The MSc course enrolls both Italian and international students from EU and non-EU countries. DICCA belong to the Polytechnic School that hosts different MSc covering a wide range of engineering specialisations (from AI to turbomachinery and energy systems).
- NTNU: Integrated in the Master programme in Civil and Environmental Engineering, from which most of the courses are offered. CoMEM<sup>AI</sup> students interact with Norwegian students as well as exchange students, mainly from Europe. In non-technical courses, they meet students from broader disciplinary backgrounds including the humanities.
- BUILDERS: CoMEM<sup>AI</sup> is fully integrated within the existing accredited engineering programme. The selected courses include modules from the 5th-year curriculum in Blue Growth and Infrastructures as well as from the specialised Master in Smart Port and Marine Environment Management (MS SP2M).
- UPC: The courses offered for CoMEM<sup>AI</sup> are embedded within the curriculum of the Master’s Degree in Water Engineering at the UPC School of Civil Engineering (ETSECCPB). In addition, one of the courses is jointly shared with the Master’s Degree in Urban Mobility, strengthening interdisciplinary exposure and broadening the learning environment for CoMEM<sup>AI</sup> students.
- UCAEN: CoMEM<sup>AI</sup> is integrated into the postgraduate Coastal Engineering and Earth Sciences Master of Science (*Master Gestion de l’Environnement, Parcours Ingénierie et Géosciences du Littoral*) coordinated by the Coastal and Continental Morphodynamic Research Laboratory (UMR CNRS M2C).
- IZMIR INSTITUTE OF TECHNOLOGY (IZTECH): is linked to the nationally accredited Master of Science (MSc) in Civil Engineering, which is hosted by the Graduate School of IZTECH. The academic activities related to the programme are carried out by the Department of Civil Engineering. While the short course organized for CoMEM<sup>AI</sup> is offered specifically within the

Erasmus Mundus framework and is not formally embedded in the current MSc curriculum, it builds on the department's established teaching expertise, facilities, and internal quality assurance procedures, ensuring coherence with Master-level education standards at IZTECH.

The CoMEM<sup>AI</sup> Master is offered jointly, involving all partner institutions across the design, development, and awarding of the degree. The Consortium partners will deliver a multiple-degree award, whereby each degree-awarding partner institution issues its own Master's degree certificate to graduates of the programme, in accordance with national regulations. An exception is IZTECH, which will participate primarily by delivering an intensive crash course between semesters, complementing the core curriculum offered at the other partner institutions. Students will receive one set of national degree documents from each partner institution contributing at least 30 ECTS of the curriculum. The transcript of records issued with each degree certificate provides a complete list of the courses included in the student's programme of study and the grades awarded by the corresponding degree-awarding partner institutions. A common Diploma Supplement provides the description of the nature, level, context, and status of the studies completed (see Draft model of Diploma Supplement).

Upon graduation, students will receive:

- One Diploma Certificate per partner
- One Diploma Supplement
- Transcripts of Marks from all partner institutions contributing to the degree.

These National Degrees would be:

- NTNU: Master of Science in Coastal and Marine Engineering and Management
- UPC: Master of Science in Coastal and Marine Engineering and Management
- UNIGE: Master of Science in Environmental Engineering
- BUILDERS & UNICAEN: Master of Science in Coastal Engineering and Earth Sciences

#### **Cooperation and Communication Framework**

The project relies on structured and continuous cooperation supported by regular online coordination meetings, annual consortium gatherings, joint curriculum reviews, and the use of shared digital platforms such as Teams, common repositories, and joint databases. These tools provide a unified working space for partners and enable transparent documentation, version control, and collaborative decision-making. Clear communication protocols ensure timely and consistent exchange of academic information, mobility arrangements, safety updates, administrative guidance, and student progress reports. To enhance interdisciplinary learning and professional relevance, the consortium maintains active links with industry partners and external stakeholders. Their involvement extends beyond advisory roles to include contributions to the EQAB, delivery of specialised seminars and guest lectures, provision of internships, participation in workshops and field activities, and co-supervision of Master theses. This structured engagement strengthens the connection between academic training and real-world practice, fosters innovation, and ensures that the programme remains responsive to emerging challenges in coastal and marine engineering and management.

#### **Quality Assurance and Evaluation**

A comprehensive quality assurance (QA) system, aligned with ESG 2015 [20], is integrated into every phase of the programme. The Internal Quality Assurance Committee (QAC) ensures continuous monitoring through regular course evaluations, meetings with student reference groups, semester reviews of the programme, and institutional self-assessments supported by external recommendations. Key Performance Indicators (KPIs) are used to track student progression, mobility activities, achievement of learning outcomes, stakeholder satisfaction, and overall programme coherence. A robust framework for quality assurance and evaluation is in place to support both internal monitoring and external review, with a dedicated protocol guaranteeing the quality and compliance of each partner institution:

- Each Consortium partner describes its internal academic governance structure, including programme approval, accreditation, QA processes, and staff–student liaison mechanisms;
- The Consortium reviews policies and practices related to equity, integrity, recruitment, selection and admission procedures, and processes for updating programme content, student support structures, data protection, and assessment practices;
- The consortium circulates the programme evaluations from the past three years and the most

recent external review report, including its resulting recommendations.

Partners share annual programme evaluations for the past three years, and the most recent external programme review report. Based on these, the Consortium designs a QA plan for CoMEM<sup>AI</sup> that:

1. aligns with local QA practices and student feedback;
2. complies with ESG 2015 guidelines; and
3. defines responsibilities for internal monitoring, enhancement and continuous improvement.

Internal QA procedures will be implemented from the start of the programme. During the kick-off meeting, the QAC will be established. The QAC will define the Quality Assurance Plan including a protocol and develop Key Performance Indicators (KPIs) to track programme quality and progress. The protocol comprises:

- Course-level evaluations via institutional survey systems after each module, shared among partner institutions during Joint Programme Board (JPB) Meetings.
- Student Reference Groups meeting with course coordinators throughout each semester.
- Semester evaluations by course coordinators, reviewed by Department Heads and Programme Directors.
- Engagement of external academic advisors and industry partners in reviewing curriculum relevance and graduate skills.
- Joint evaluation of Master's theses by all partners in the consortium.
- Annual updates of the Study Guide Handbook to ensure alignment and coherence.

**For the external evaluation:** The Consortium will use the EQAB for the external evaluation of the whole programme. This evaluation will include all course modules in CoMEM<sup>AI</sup>. The first action will be that the lecturers will give a detailed description of the content of their course modules and show how this support the learning outcomes defined for the programme. Next, the Joint Programme Board (JPB), together with the EQAB, shall evaluate how the course modules form a coherent whole and ensure that the programme fulfils the exit competences of the graduates, as stated in the Diploma and Diploma Supplement. Besides, The JPB will discuss the assessment outcomes annually. In addition, student feedback will be analysed, including programme satisfaction and potential course overlap.

The outcomes of both the internal and external quality assessment, together with student feedback, will be used to modify the programme and course contents on an annual basis, with implementation discussed during the annual CoMEM<sup>AI</sup> Consortium meetings.

[20] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium

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### 2.1.3 Project teams, staff and experts

#### Project teams and staff

*Describe the project teams and how they will work together to implement the project.*

*List the staff included in the project by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks.*

Name and function	Org.	Role/tasks	Professional profile and expertise
Giovanni Besio Full Professor	UNIGE	Programme Coordinator, Senior Researcher and Teacher	Expert in wave dynamics and related hazards (coastal flooding/erosion). He leads the MeteOcean research group ( <a href="https://www.meteocean.science">meteocean.science</a> ); P.I. for different research projects dealing with coastal Engng, coastal risk under climate change.
Nicoletta Tambroni Associate Professor	UNIGE	Env. Eng. MSc Coordinator at UNIGE Senior	Associate professor in Hydraulics at the Polytechnic School of the University of Genova. She has been teacher of different graduate and undergraduate courses in fluid mechanics, hydro and morpho-dynamics. She serves as

		Researcher and Teacher	Coordinator of the MSc in Environmental Engineering, UNIGE.
Francesco De Leo Assistant Professor	UNIGE	Researcher and Teacher for the Env Engng MSc	Assistant Professor in Coastal Engineering his expertise within extreme events analysis and coastal structures design. He coordinates EU projects on wave renewable energy and NBS applications for coastal protection.
Andrea Mazzino Full Professor	UNIGE	Senior Researcher and Teacher for the Env Engng MSc	Full Professor of Fluid Dynamics has been involved in teaching for different Master, PhD, and Summer Schools focused on Atmospheric Physics and Mixing Processes. P.I. of research projects merging AI and geophysical flows.
Simona Grillo	UNIGE	Administrative Personnel	Administrative staff in charge of students support for DICCA Department at UNIGE. She will be supporting the students enrolled in COMEM <sup>AI</sup> under the MSc in Env Engng.
Francesca Bagnasco	UNIGE	Administrative Personnel	Administrative personnel in support of the development of the CoMEM <sup>AI</sup> EMJM program.
Dominique Mouazé	UNICAEN	Senior researcher and lecturer	Assistant professor in coastal engineering and sediment transport specialized in physical modelling methods.
Bernadette Tessier	CNRS-UNICAEN	Senior Researcher	Senior researcher, sedimentologist and expert in long term climate change on hyper-tidal coastal environment.
Sonia Levavasseur	UNICAEN	Administrative staff	In the framework of COMEM <sup>AI</sup> she will be supporting the students enrolled in the program.
Noémie Kolong	UNICAEN	Administrative staff	Administrative staff in support of the development of the CoMEM <sup>AI</sup> EMJM program (finance).
Esteban ESCOBAR	BUILDERS	Senior researcher and lecturer	Scientifique head on coastal and port Laboratory. Expert on wave soil structure interaction.
Guillaume CARPENTIER	BUILDERS	Senior lecturer	Director of international relation and Engineering. Ports and coastal engineering related topics.
Clement LABINTAN	BUILDERS	Researcher and lecturer	Curriculum leader. Expertise in BIM and digital twins for buildings and maritime infrastructures; 3D surveying and Scan-to-BIM for existing assets; Integration of digital tools in construction engineering education.
Benjamin DELESTRE	BUILDERS	Researcher and lecturer	Expertise in bio-based concrete formulation and early-age cracking analysis; Wave flume physical modeling, instrumentation, and data processing.
Alice PEDROTTI	BUILDERS	Administrative staff	Deputy director of international relation. In charge of welcome students.
Matthieu DUFEU	BUILDERS	Administrative staff	Head of financial and administrative part.
Corrado Altomare Deputy Director at LIM/UPC	UPC	Local coordinator and senior lecturer	Ramón y Cajal postdoctoral researcher and former MSCA-IF fellow. Expert in numerical and experimental modelling of wave–structure interaction, and main developer of the open-source DualSPHysics solver.
Manel Grifoll Head of the Maritime Engineering Laboratory	UPC	Senior researcher and lecturer	Former Vice-Dean for International Relations and Research at the Barcelona School of Nautical Studies (2017–2021). Research expertise in coastal and harbour hydrodynamics, field campaigns, low-cost/DIY measurement systems,

(LIM/UPC)			satellite data processing, and AI applications.
Cesar Mösson Associate Professor	UPC	Senior lecturer	Promoter and coordinator of the EMMC CoMEM programme at UPC, with extensive publication, supervision, and EU/national project experience.
Vicente Garcia Gracia Associate Professor	UPC	Senior lecturer	Director of International Centre for Coastal Resources Research (CIIRC). Long-standing expertise in coastal hazards, operational morphodynamics, and climate-change impacts.
Agustín Sanchez-Arcilla Professor Emeritus	UPC	Senior researcher and expert	Promoter of CIIRC, and key contributor to the joint UPC–UdB–CSIC PhD programme in Marine Sciences. Highly prolific researcher with extensive leadership in European projects, PhD supervision, and international editorial and conference boards.
Genoveva Comas Executive Secretariat	UPC	Administrative staff	Extensive experience since 1990 in administrative management, with responsibility for academic coordination of Master's programmes and the inter-university PhD programme in Marine Sciences.
Berguzar Ozbahceci Associate Professor	IZTECH	Local coordinator, senior researcher, supervisor and lecturer	Design of coastal and port structures, 2D and 3D physical modelling, wave-structure interactions, hydrodynamic numerical modelling, wave modelling and statistics, marine renewable energy, coastal hazards and mitigation methods
Elif Girgin Research assistant	IZTECH	Administrative staff	Ph.D. student. Junior researcher in physical modelling and hydrodynamic numerical modelling. In the framework of CoMEM <sup>AI</sup> , she will support the students enrolled in the short course.
Kadir Aktas Research assistant	IZTECH	Administrative staff	Ph.D. student. Junior researcher in physical modelling of floating offshore wind turbines and CFD modelling. In the framework of CoMEM <sup>AI</sup> , he will support the organisation of the short course.
Raed Lubbad, Professor	NTNU	Programme coordinator at NTNU, Senior expert and teacher	Knowledge and direct experience of coastal, offshore and Arctic engineering from many years of field/laboratory investigations and numerical modelling of Sea-ice and iceberg drift, Ice loads on offshore and coastal structures, Ocean and coastal waves, Coastal erosion, among other topics.
Knut V. Høyland, Professor	NTNU	Teacher / supervisor	Ice and ice actions on structures in seas and rivers, sea ice and climate change. Field work and numerical modelling.
Hans Bihs Professor	NTNU	Teacher / supervisor	Wave modelling, hydrodynamics, sediment transport, wave-structure interaction, CFD, scientific computing and HPC
Wenjun Lu, Associate Professor	NTNU	Teacher / supervisor	Expertise in numerical and data-driven modelling of sea-ice and ice–structure interaction, including fracture and dynamics, hybrid physics–machine-learning approaches, anomaly detection, and structural health monitoring.
Gunvor Viker Singsaas, Senior Executive Officer	NTNU	Local administrative coordinator	Experience as administrative coordinator for CoMEM+. Will be working closely with the program coordinator and student advisor, handling practical planning of student excursions, social events.

Antje Kabisch, Senior Executive Officer	NTNU	Student advisor at Faculty of Engineering	Seven years of experience providing guidance and support to students (e.g. guidance on immigration formalia and education plans), credit transfer, counselling of potential applicants
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<b>Outside resources (subcontracting, seconded staff, etc)</b>
Not Applicable

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#### 2.1.4 Cost effectiveness and financial management

<p><b>Cost effectiveness and financial management</b></p> <p><i>Please refer to the description of the award criteria in the Erasmus+ Programme Guide.</i></p> <p>The COMEM<sup>AI</sup> Erasmus Mundus Joint Master is designed to deliver high academic quality and strong societal impact while ensuring an efficient and transparent use of resources. Cost effectiveness is embedded in the programme's structure, governance, and implementation, ensuring that the proposed budget directly supports educational excellence and European added value. The consortium capitalises on the complementary expertise, infrastructures, and facilities of the partner institutions in coastal and harbour engineering, avoiding duplication and maximising synergies. Existing laboratories, numerical modelling tools, field sites, and digital learning platforms are jointly used to provide students with access to state-of-the-art resources in a cost-efficient manner. By addressing future challenges such as climate change adaptation, resilient coastal and port infrastructure, and data-driven design—including machine learning applications—the programme aligns investment with evolving academic, societal, and labour-market needs. A coordinated mobility scheme and harmonised management structure further ensure streamlined administration and proportionate costs, delivering clear value for money.</p> <p><b>Institutional support</b></p> <p><b>UNIGE</b> will support the programme through its departmental teaching office, which will allocate dedicated personnel for the management and coordination of the programme. The International Welcome Office will support the student selection process and assist with enrolment procedures and related formalities (<a href="https://unige.it/en/international-enrolment">https://unige.it/en/international-enrolment</a>). The central offices responsible for insurance contracts will support the preparation and management of the required insurance coverage. Academic record management and coordination with the partner institutions will be carried out at departmental level, with the support of both administrative and academic staff.</p> <p>At <b>NTNU</b> support will be provided to the programme through existing resources. At the Department level, local academic and administrative coordinators will be dedicated to programme-related tasks. In addition, the department will organize a kick-off event for all new students and arrange informal social gatherings during their first semester to foster integration and community. At the Faculty level, the international student advisor will allocate resources as needed. At the central level, the Unit for International Relations will assist students with housing, visa arrangements, and the Orientation Week.</p> <p><b>BUILDERS</b> will support the programme through its International Relations Direction to manage the programme and support the students. The International office will support students during their enrolment and facilitate their life in France. Academic records, logistics and coordination tasks will be performed by the International Relations Direction. The Hydraulic lab staff will support the programme dedicating its teaching staff and will provide students with hands on experience and career guidance.</p> <p><b>UCAEN:</b> International Quarter will support and manage the mobility, the simplified enrolment (possible European student card), but also student accommodation and coordinate the international support program (SPI) and Erasmus Student Network (ESN). Specific staff will be recruited in September 2027 for future Erasmus programs and coordination with other partners.</p> <p><b>UPC</b> will support the program through the UPC's academic area office, which will be responsible for managing the processing of degrees and fostering the academic relationship with the universities that</p>
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constitute the consortium. At the civil engineering school level, the program will be supported by the academic area office of the school itself, which will oversee processing student enrolment, management of academic records and coordination of tasks with the rest of the universities. These tasks will be supported by the secretariat of the Maritime Engineering laboratory.

**IZTECH** will support the programme through its International Office and departmental resources. The International Office will assist international students with visa guidance and administrative procedures prior to and upon arrival in İzmir, while two dedicated teaching assistants will support CoMEM<sup>AI</sup> students in settling on campus and integrating into academic and social life. During the one-week short course at IZTECH, students will benefit from a welcome and orientation session, assistance with accommodation arrangements, access to classrooms, laboratories, computer and library facilities, Wi-Fi and campus services,

### Financial Management

The total budget of the proposal has been developed in accordance with the EMJM rules and using the tools provided by the call (Tpl\_Calculator), assuming a cohort of 70 students supported by the EMJM grant and 20 self-funded students. The Consortium has agreed on the allocation of the EU contribution of 750 € per student per month to the partner institutions, according to the principles outlined below. Specifically, the total contribution is divided into two components: (i) a fixed amount of 575 € per student per month, allocated to each partner institution based on a time-based criterion reflecting the duration of teaching activities delivered by each institution; and (ii) a common amount of 175 € per student per month dedicated to Consortium Management Funding (CMF). The CMF is redistributed among the partner institutions according to predefined percentages agreed upon by the Consortium. Finally, to enhance the co-supervision of MSc Thesis, the Consortium decided to divide the months for calculating the amount to be allocated to thesis activities among the various partner institutions involved in the supervision itself, according to a ratio ranging from 50%-50% to 20%-80%.

The detailed breakdown of the redistribution of the funded contribution is provided in the table below.

Total Funding	4.092.000,00 €	UNIGE	NTNU	UCAEN	Builders	UPC	IZTEC
Total Partner		2.907.975,00 €	445.132,50 €	93.655,00 €	283.405,00 €	268.445,00 €	93.387,50 €
Scholarships		2.352.000,00 €					
Students	90	60	90	60	60	60	90
Months	24	6	5,25	1	5	6	0,75
Grant/Month	750,00 €						
CMF*	175,00 €	378.000,00 €	185.850,00 €	130.320,00 €	16.030,00 €	16.030,00 €	18.320,00 €
Total Courses	575,00 €	207.000,00 €	271.687,50 €	34.500,00 €	172.500,00 €	207.000,00 €	38.812,50 €
MSc Thesis Stud		15	15	15	15	15	15
Months		5	5	5	5	5	5
Total Thesis		43.125,00 €	43.125,00 €	43.125,00 €	43.125,00 €	43.125,00 €	43.125,00 €
Students					90		
Months					1		
Workshop Caen					51.750,00 €		
Visiting Scholars			72.000,00 €				
Ensurance		85.500,00 €					
Welcoming and BM			40.000,00 €				
Communication and Merchandising		66.000,00 €					
Special Needs		120.000,00 €					

\*The cells in orange are paid by the Consortium Management Funding (CMF)

The CMF has been redistributed according to the following percentages, following the deduction of specific expenses foreseen for the management and operation of the programme.

	UNIGE	NTNU	UCAEN	Builders	UPC	IZTEC
CMF %	30%	16%	14%	14%	16%	10%
	34.350,00 €	18.320,00 €	16.030,00 €	16.030,00 €	18.320,00 €	11.450,00 €

With regard to the partners' own financial contributions, the primary source will consist of in-kind support, including personnel, premises, and infrastructure. UNIGE, as the Coordinating Institution, will allocate dedicated staff resources to CoMEM<sup>AI</sup>. These personnel, operating within the Department Teaching Office, will manage the programme's administrative activities, ensuring smooth coordination

across partner institutions. In addition, departmental teaching funding, typically awarded through internal calls for co-financing teaching activities, will be leveraged to create synergies with CoMEM<sup>AI</sup> funding, thereby maximizing resource efficiency and institutional engagement.

The Consortium is committed to diversifying funding sources to enhance the sustainability and accessibility of the programme. Efforts will be made to attract self-funded students as well as scholarships and financial support from non-EU public and private institutions, including governmental agencies and industry partners interested in developing expertise aligned with the programme's focus. Comprehensive guidance will be provided to students on national scholarships, Erasmus+ mobility grants, and other potential funding opportunities, including loans or targeted programme-specific grants. Moreover, the Consortium will actively engage its network of Associated Partners and companies employing CoMEM<sup>AI</sup> alumni to provide additional financial support, including scholarships for students and employees admitted to the programme. Partner institutions such as NTNU and BUILDERS will offer a limited number of summer jobs and student research assistant positions, providing both financial support and practical work experience. UNIGE contributes up to 150 hours of student collaboration during the programme, allowing students to gain hands-on experience in research and administrative activities. Additionally, several partners offering MSc thesis collaborations provide students with modest financial support during their thesis work, reinforcing the connection between research, professional development, and financial assistance.

Through this multi-faceted approach, the Consortium ensures that CoMEM<sup>AI</sup> remains accessible, attractive, and financially sustainable, while also fostering strong links between academic training, research opportunities, and professional development in the field of coastal and harbour engineering. This strategy not only optimizes the use of available resources but also strengthens the programme's capacity to support students from diverse backgrounds and to attract talent with the potential to contribute to the European and global engineering sector.

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### 2.1.5 Risk management

#### Critical risks and risk management strategy

*Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.*

*Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.*

**Note:** *Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.*

Risk No	Description	WP No	Proposed risk-mitigation measures
1	Complex Coordination (regulations, academic calendars, and administrative processes)	WP1	Define a centralized coordination office, shared digital platform, use regular coordination meetings, set standard operating procedures.
2	Legal Compliance (EU regulations, national laws, and institutional policies)	WP1	Create a 'Legal Advisory Board', set a compliance checklist, attend training Workshops, set documentation audit.
3	Curriculum Alignment	WP1	Analyse Curricula to define shared outcomes, organize flexible modules, and ensure regular curriculum review for consistency and quality.
4	Quality Assurance	WP1	Set a quality assurance framework, conduct regular internal audits and invite external experts for periodic reviews, implement anonymous surveys and focus groups to gather student input on quality and experience.
5	Faculty Engagement	WP1	Support faculty with recognition, reduced loads, exchanges, and clear expectations for teaching

			and program development.
6	Student Recruitment	WP2	Promote the program through digital campaigns, alumni networks, global university partnerships, education fairs, online info sessions, and alumni ambassadors.
7	Mobility Logistics (mobility, visas, housing, integration)	WP2	Set up a mobility office to handle housing, visas, guides, orientation, peer support, and emergency protocols for incoming students.
8	Delay in deliverables	WP1	Set realistic timelines, assign clear responsibilities, and use milestone tracking.
9	Communication problems within the partnership	WP1	Establish clear communication protocols, use collaborative platforms, and schedule regular updates.
10	Students drop-out	WP2	Provide strong academic and pastoral support, monitor student progress, and address issues early.
11	Critical comments from the students about the program	WP2	Conduct regular student feedback surveys and adjust support services accordingly.
12	Poor delivery of the program	WP1	Ensure quality assurance processes, train faculty, and use student feedback for continuous improvement.
13	Difficulties to gather/involve the stakeholders	WP1	Identify key stakeholders early, involve them in planning and advisory board, and demonstrate the value of their participation.
14	Website and social networks not regularly updated	WP1	Assign a dedicated person for digital communication, set a content calendar, and use automation tools.
15	Network disappearing after the project end	WP1	Plan for post-project activities, maintain an alumni association, and foster ongoing collaboration.
16	Inhibit mobility by major causes	WP1	The program will be offered with remote teaching.

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## 2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

### 2.2.1 Consortium set-up

#### Consortium set-up

*Please refer to the description of the award criteria in the Erasmus+ Programme Guide.*

The CoMEM<sup>AI</sup> consortium represents a strategic evolution of a decade-long partnership. Building on the successful foundations of the CoMEM+ cycle, the partnership has matured into a robust international network. The integration of IZTECH marks a strategic expansion, bringing new technical depth in Eastern Mediterranean coastal hazards and expanding the program's geographic and academic reach.

The consortium provides a unique pedagogical bridge between academic theory and high-level technological application through its Unique Scientific and Technical Infrastructures. These "living labs" allow students to work alongside senior researchers on high-impact projects across diverse coastal environments.

#### Partner Competencies & Excellence

The partners have been selected for their world-class facilities and specific, non-overlapping expertise:

- UNIGE: Coastal Engineering, Coastal Oceanography, Climate Change, Atmospheric/Ocean numerical modelling, Dispersion and Mixing in the Ocean, Coastal Morphodynamics, Machine Learning applied to Geophysical Flows.
- NTNU: Arctic marine/coastal technology, offshore wind/wave energy, Arctic coastal erosion, and CFD. Ocean and Coast Strategic Research Area; Close cooperation with SINTEF.
- UPC: Coastal, harbour, and environmental engineering; AI-driven hybrid numerical–experimental modeling. iCIEM (EU Large-Scale Facility); Managed by the Maritime Engineering Laboratory (LIM/UPC).
- UCAEN: Coastal morphodynamics, sedimentary processes, and hyper-tidal area studies. M2C Laboratory; Expertise in Arctic and Permafrost coastal erosion field work.
- BUILDERS: Civil and port engineering, maritime works, and "Smart Port" management. Strong connection with the industry. National Hydraulic Laboratory; Secretariat for PIANC Universities.
- IZTECH: Wave-structure interaction, coastal hazards/mitigation, and seismic risks in port cities. High-quality experimental and fieldwork data from the Eastern Mediterranean basin.

#### **Geographic Breadth & European Added Value**

Our consortium is strategically designed to provide comprehensive coverage of the European coastline, encompassing the Arctic/North Atlantic (NTNU), the English Channel and North Sea (BUILDERS, UCAEN), and the Mediterranean Basin (UNIGE, UPC, IZTECH).

This diversity allows for a comparative study of varying coastal morphologies and climate-risk profiles:

- Climate Adaptation Models: Bridging Mediterranean strategies for sea-level rise with Northern European expertise in storm surge management.
- Eastern Mediterranean Dynamics: IZTECH provides critical insights into unique tectonic and environmental stressors not present in Western Europe.
- Arctic Research Frontiers: Collaborative work on permafrost degradation and Arctic erosion (NTNU/UNIGE/UCAEN) addresses a field where European leadership is essential.

#### **Internal Synergy & Research-to-Classroom Pipeline**

The strength of the partnership lies in its multidimensional engagement beyond the classroom:

- Joint Scientific Production: Collaborative research and shared use of experimental data ensure teaching is informed by the latest breakthroughs (e.g., the 2025 Master Thesis by Behnam Ghadimi on permafrost degradation).
- Doctoral Pipeline: The program acts as an incubator for talent, evidenced by students like Athavan Rasenthiram, who transitioned from the Master's level to a PhD at Builders/UCAEN focusing on multifunctional artificial reefs.
- Global Policy Influence: Faculty are active members of PIANC, IAHR, IMO, and the IPCC, ensuring the curriculum aligns with global regulatory standards.

#### **The "Triple-Helix" Ecosystem: Associated Partners**

CoMEM<sup>AI</sup> functions as a collaborative ecosystem involving industry, academia, and government. Our associated partners ensure the program remains responsive to the labour market through:

- Professional Immersion: High-quality internships and field trips to onsite installations (e.g., collaborations with RINA, DEME, EIFFAGE, SNAM, ENI, and DHI).
- Collaborative Governance: Industry experts participate in quality assurance and co-supervise Master's theses, ensuring student research addresses real-world technical gaps.
- Knowledge Transfer: Visiting scholars from our global network lead seminars, facilitating a "research-to-classroom" pipeline that benefits both students and staff.

By consolidating complementary expertise that no single institution could offer alone, the CoMEM<sup>AI</sup> consortium maintains European Higher Education at the forefront of the global coastal engineering sector.

## 2.2.2 Consortium management and decision-making

### Consortium management and decision-making (if applicable)

Please refer to the description of the award criteria in the Erasmus+ Programme Guide.

#### Joint Governing Bodies and Management

The following describes the functions of the governing bodies in the Figure 3 above:

**CoMEM<sup>AI</sup> Joint Programme Board (JPB):** The JPB is the main decision-making body for the EMJM. It is composed of the CoMEM<sup>AI</sup> Chair (Coordinating Institution, UNIGE), a representative from each of the partners, i.e. the local coordinators (one from UPC, BUILDERS, NTNU, UNICAEN, IZTECH), the 1<sup>st</sup> and 2<sup>nd</sup> year cohort student representatives. Each having one vote. At the Board meetings the Administrative Coordinator (UNIGE) will participate with the role as secretary. Other administrative personnel from the partners will be invited to meetings where relevant to supply necessary supporting information for the Board members with regards to the basis for joint decision making.

**Selection Committee (SC):** The SC is comprised of the Chair (UNIGE) and the JPB representative from each of the partners. For the annual selection meeting, the Administrative Coordinator (UNIGE) acts as the secretary. The Student Advisor (UNIGE) from the international student admissions office that undertakes the tasks related to the student applications and admissions, hereunder the initial screening will also attend the selection meetings and is a member of the selection committee. The SC follows the described selections criteria outlined in Section 2.1.1.

**CoMEM<sup>AI</sup> Internal Quality Assurance Committee (QAC):** The QAC will be established to monitor and ensure project quality. It will be comprised by a representative from each partner institution. The QAC will define the Quality Assurance Plan including a series of Key Performance Indicators (KPIs) as metrics to ensure the quality and progress of the project. The QAC will perform regular quality assessment throughout the duration of the project to verify the quality of the curriculum and its content, the efficiency, and impact of trainings and teaching material. This will be achieved by a series of surveys and feedback from students and academic staff. The results will be utilized, and suggestions will be put forward to the JPB for review and implementation. These revisions and developments will be described and depicted in a mid-term and final report.

**CoMEM<sup>AI</sup> External QA and Advisory Board (EQAB):** The members of EQAB are external professionals representing industry, academics, and Alumni. They monitor and evaluate the programme against new evolving developments and challenges in the field and the needs of industry with regards to recruitment and competencies. They will also have access to internal reviews, evaluations and surveys. They provide valuable recommendations to the JPB. The Consortium will organize annual symposiums (either on campus or online) to encourage networking and dissemination of results. The members of EQAB will convene their meeting during the annual symposium. They will have the opportunity to meet the partner representatives and the associated partners. The appointed chair for the EQAB will present their recommendations to the JPB.

**CoMEM<sup>AI</sup> Executive Coordination Team (ECT):** The ECT is located at the Coordinating institution UNIGE. The CoMEM<sup>AI</sup> Chair, the Executive Administrative Coordinator, International student affairs officers at the central and faculty levels and the local project economist are members of the Team. In addition, an Administrative Team Leader is appointed for each partner institution and is a member of the ECT. The local administrative officers constitute the sub-teams that are coordinated by ECT. The ECT oversees the overall matters related to organization of the programme ensuring coherence in running the programme and high-quality delivery across all partners.

**Consortium Agreement (CA):** The partners have an initial draft of an agreement that will be further adapted and concluded before signing. The partners acknowledge the importance of structuring the multi-aspects of coordinating and managing the programme jointly. The CA in the form of a written agreement with the obligations and transparency on the “how” and “what” is an important foundation of the collaboration and states clear expectations for the partners joint execution and implementation of the programme as well as formal institutional grounding and acceptance of responsibilities. The CA will also serve to facilitate seamless internal communication flow within the consortium. The agreement provides

clearly stated procedures ensuring equality in management across partners. It also details the consortiums agreed processes and procedures related to student admission, application, scholarship selection, enrolment, progress and events of delays, non-compliance and misconduct. Furthermore, it outlines the financial aspects and transfer of funds between the partners. In addition, it outlines the terms for the partners obligations and responsibilities with regards to curriculum and education, decision-making, mobility of staff and visiting lectures and scholars, and events of partner withdrawals and conflict resolving. Included are also Quality Assurance and Personal Data protection (GDPR).

**Management/Communication tools:** A collaboration platform (TEAMS) will be utilized for archival, exchange of documents, virtual meetings and informal chats. A guide for administrative processes, tasks and responsibilities will be available for the partners on TEAMS. The guide describing the overall processes and the underlying partner local processes, system requirements, key personnel, and internal local deadlines. The administrative processes for the financial distribution are included in the guide. Templates to streamline joint information collection and monitoring, for example status of tasks and deliverables, will be available on the platform. The CA mentioned above will also serve as a basis for agreed processes.

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### 3. IMPACT

#### 3.1 Impact and ambition

##### Impact and ambition

*Please refer to the description of the award criteria in the Erasmus+ Programme Guide.*

The **ambition** of CoMEM<sup>AI</sup> is to establish a benchmark Erasmus Mundus Joint Master in coastal and marine engineering and management. By combining joint academic design, regional diversity, AI-driven innovation, and strong engagement with industry and society, CoMEM<sup>AI</sup> aims to educate a new generation of engineers capable of designing resilient, sustainable, and intelligent coastal systems. The programme represents a concrete and forward-looking contribution to European higher education excellence and international cooperation by training engineers to address climate-driven coastal risks using advanced modelling, data-driven methods, and artificial intelligence.

CoMEM<sup>AI</sup> is explicitly designed to generate **measurable and durable impact** at system, institutional, and individual levels. Its ambition is not only to deliver a high-quality multiple degree, but to **transform how advanced coastal and marine engineering education is delivered in Europe**, by embedding jointness, digitalisation, AI, and industry engagement throughout the entire programme structure.

##### Impact at System Level

The CoMEM<sup>AI</sup> Joint Master is expected to generate significant impact at system level, fully aligned with the objectives of the Erasmus Mundus Action, by contributing to structural, academic, and policy-oriented developments in higher education. **Fostering academic cooperation within the EHEA and beyond:** the programme supports structured, long-term academic cooperation within the European Higher Education Area (EHEA) and with partner institutions beyond Europe through an integrated joint master framework. This cooperation is implemented through joint programme delivery, joint teaching activities, shared academic regulations, and jointly awarded qualifications, thereby contributing to academic excellence, quality enhancement, and institutional capacity building across the consortium.

**Enhancing the international dimension of higher education:** CoMEM<sup>AI</sup> strengthens the international dimension of higher education by promoting sustained cooperation between higher education institutions in Europe and in third countries. It facilitates balanced, inclusive, and high-quality mobility pathways for excellent students worldwide, embedding international exposure as a core and compulsory component of the curriculum rather than as an optional add-on. **Increasing synergies between higher education, research, and innovation:** the programme contributes to stronger synergies between higher education, research, and innovation through the integration of research-based teaching, innovation-oriented pedagogical approaches, and exposure to applied research and professional practice. Students benefit from close interaction with ongoing research activities, data-driven methodologies, and real-world engineering challenges, enhancing the relevance and impact of their academic training. **Removing barriers to learning and improving access to high-quality education:**

through its fully integrated joint master structure, COMEM<sup>AI</sup> helps remove institutional, administrative, and national barriers to learning. The programme improves access to high-quality, innovation-driven education by ensuring transparent curricula, harmonised assessment standards, and automatic recognition of study periods, thereby facilitating seamless learner mobility across countries and education systems. **Responding to societal and labour-market needs:** COMEM<sup>AI</sup> addresses pressing societal challenges and labour-market needs by training highly qualified graduates equipped with advanced knowledge, skills, and competences aligned with current and emerging professional requirements. The programme's interdisciplinary and applied focus ensures graduates are well prepared to respond to complex environmental, technological, and societal demands. **Contributing to the development of innovative education policies:** Through its joint governance model, interdisciplinary curriculum design, and alignment with European priorities, COMEM<sup>AI</sup> contributes to the development, testing, and dissemination of innovative practices and policies in higher education. The programme serves as a reference model for integrated joint degrees that combine academic excellence, mobility, and societal relevance.

#### Impact at Societal Level

CoMEM<sup>AI</sup> responds to **concrete labour-market** and policy needs related to climate adaptation, coastal risk reduction, and sustainable marine development. Through dissemination activities, collaboration with public authorities, and applied student projects, the programme contributes to raising awareness of coastal risks and evidence-based solutions among stakeholders and the wider public. CoMEM<sup>AI</sup> contributes to the **development of innovative education policies** by systematically implementing student-centred, digital, and research-based teaching approaches across all partner institutions. Active learning is central, with students engaged in multiple team-based projects supported by industry case studies, simulation-driven learning using numerical models and digital twins, and learning-by-doing through laboratories, fieldwork, and modelling activities. The programme integrates blended and flipped learning, virtual teaching environments, and multi-sensory digital tools, while staff and visiting-scholar mobility enables the transfer of innovative pedagogical practices across institutions. Continuous student feedback and structured discussion of teaching innovations within CoMEM<sup>AI</sup> governance bodies ensure that these approaches contribute to sustained improvements in teaching quality and are transferable beyond the programme itself.

#### Impact at Institutional Level

CoMEM<sup>AI</sup> provides European and non-European HEIs with a **structured and sustainable framework for long-term academic cooperation** through a jointly governed Erasmus Mundus programme based on shared curricula, and common academic regulations, moving cooperation well beyond bilateral exchanges. Programme quality at Master level is concretely improved through **joint curriculum design, harmonised assessment standards, and a common thesis supervision and evaluation framework**, including co-supervision across institutions and with industry partners. At institutional level, CoMEM<sup>AI</sup> creates a **high level of interdependence** among partner institutions, moving beyond traditional exchange agreements. Each partner contributes distinct expertise, infrastructures, and regional knowledge that are indispensable to the overall program: NTNU provides the common scientific foundation and Arctic coastal expertise; UNIGE provides knowledge about basic coastal processes and machine learning, Builders/UCAEN contribute advanced knowledge in port and coastal infrastructure design; UPC offers strong competence in numerical modelling and data-driven coastal analysis; and IZTECH strengthens the programme with specialised expertise in coastal hazards, risk assessment, and vulnerability analysis. The programme could not be delivered at the same level of quality by any single institution alone. The consortium strengthens and expands existing networks—built on the COMEM+ experience—by integrating a new partner (IZTECH) and formalising collaboration through joint teaching activities, staff mobility, visiting scholars, and shared intensive components such as the Izmir short course and the Caen international workshop. These actions increase the **internationalisation and competitiveness** of participating institutions by enhancing global visibility under the Erasmus Mundus brand and attracting high-achieving students worldwide. CoMEM<sup>AI</sup> directly supports institutional internationalisation policies by embedding **cross-border mobility of students and staff** into the curriculum, exposing learners to Arctic, Atlantic, and Mediterranean coastal contexts, and systematically developing international awareness through jointly delivered, research- and industry-informed teaching pathways.

#### Impact at Individual Level

CoMEM<sup>AI</sup> delivers a strong and demonstrable impact at individual level by **improving employability** and **professional development** based on documented labour-market and societal needs. The programme design is informed by a comprehensive needs assessment, including systematic analysis of alumni career trajectories, evaluation of the first CoMEM+ cohorts, surveys of companies and public authorities, and consultation with Blue Economy stakeholders. These analyses identified a clear demand for **advanced technical competences** in climate adaptation, coastal risk assessment, sustainable port management, and numerical modelling supported by AI, as well as for **multidisciplinary project coordination skills**. CoMEM<sup>AI</sup> directly addresses these needs through a curriculum that integrates cutting-edge scientific knowledge, innovative and research-based teaching, and learning-by-doing approaches, combined with **international and interdisciplinary mobility** across diverse European coastal contexts. Alumni evidence confirms that previous CoMEM graduates achieved **balanced employment across industry, public institutions, and academia** and reported high satisfaction with the programme's contribution to their **career development**. Building on this proven foundation, CoMEM<sup>AI</sup> further strengthens **key competences and transversal skills**, including teamwork in multicultural environments, communication capacities, and adaptability to diverse regulatory and environmental contexts. Graduates of CoMEM<sup>AI</sup> will therefore be well equipped to contribute to the knowledge-based economy and society addressing climate resilience, infrastructure safety, sustainable coastal development, and innovation in engineering practice.

Concrete examples include:

- applied project work during the joint summer workshop, where students solve real-world engineering problems using numerical models, physical modelling, and AI-supported data analysis;
- industry involvement in teaching and thesis supervision, ensuring that students' work addresses current professional challenges;
- a **speed-interview session with companies** organised during the final workshop in Caen, putting students in direct contact with potential employers at the end of their studies.
- The establishment of an **Internship Hub** by pooling internship offers from associated partners, consultancies, ports, and engineering companies, ensures equal access to professional opportunities across institutions and strengthens long-term cooperation with industry and public stakeholders.

The international and interdisciplinary learning environment fosters **new mind-sets**, adaptability, and intercultural competence. Students develop strong professional networks through interaction with peers from different countries, visiting scholars, alumni, and industry representatives.

#### **Student Intake, Recruitment, and Country Balance**

CoMEM<sup>AI</sup> plans to enrol a total of 90 students over the duration of the programme. This number is justified by the consortium's teaching capacity, available laboratory and computational resources, and the need for intensive supervision and high-quality student support. It also ensures meaningful interaction within cohorts and during joint activities such as the Izmir short course and the Caen summer workshop.

The consortium will reach this target through a **coordinated international recruitment strategy**, building on the Erasmus Mundus brand, partner institutions' global networks, alumni ambassadors, and targeted dissemination activities. Country balance will be ensured through transparent, merit-based selection procedures and the allocation of Erasmus Mundus scholarships in line with programme rules, promoting geographical diversity and inclusion.

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### 3.2 Communication, dissemination and visibility

#### **Communication, dissemination and visibility of funding**

*Please refer to the description of the award criteria in the Erasmus+ Programme Guide.*

The communication and dissemination strategy is designed to maximise the global visibility and impact of CoMEM<sup>AI</sup>, attract highly qualified applicants, and ensure long-term exploitation of results. It aligns with Erasmus+ visibility requirements and promotes transparency around EU funding.

Key actions include:

- Targeted outreach: Identification of prospective students through international cooperation networks, specialised mailing lists (e.g., Coastal List), and participation in global recruitment events (e.g. EAIE);
- Branding and visibility: Creation of a strong project brand and consistent use of EU and Erasmus+ logos across all materials to ensure recognition and accountability;
- Digital presence: Development of a dedicated website, active social media campaigns (LinkedIn, Instagram, Bluesky, Tik Tok, YouTube), and lead-generation tools to reach excellent candidates worldwide;
- Multimedia tools: Design of promotional brochures, posters and videos/reel for events and online dissemination;
- Alumni engagement: Establishment of an ambassadors' network, leveraging alumni from previous CoMEM and CoMEM+ projects to promote the programme through peer-to-peer channels;
- Events and networking: Participation in open days, symposia, and international fairs, as well as collaboration with organisations such as Campus France and similar, to enhance recruitment of EU and non-EU students;
- The consortium will also integrate dissemination into existing academic and professional activities, including lectures, conferences and workshops. Partners' institutional websites and press channels will further strengthen visibility. Scientific staff, recognised as leaders in their fields, will use their extensive international networks to promote the programme directly to relevant audiences.

*The audiences that we will target are the following:*

Primary audiences:

- Prospective students (Civil Engineering, Environmental Engineering, Oceanography; coastal/marine focus) seeking a high-quality EU-funded Master's;
- Academic staff and researchers in coastal/marine domains (for referrals, guest teaching, and collaborative activities);
- Industry and public-sector stakeholders (coastal managers, NGOs, consultancies, government agencies) as future employers and Associated Partners.

Secondary audiences:

- Alumni, media outlets, and international recruitment agencies (e.g., Campus France and equivalents);
- The wider public, to raise awareness of EU support and societal impact.

The key messages that will be disseminated are the following:

- Excellence & employability: CoMEM<sup>AI</sup> delivers a world-class, practice-oriented curriculum at top-ranked universities;
- EU opportunity: Scholarships available under the Erasmus Mundus programme for outstanding candidates globally;
- Impact: Graduates drive innovation and resilience in coastal and marine engineering and management.

To reach our audience, we will work on the following channels:

Digital:

- Website: Dedicated CoMEM<sup>AI</sup> site with clear calls to action (apply, eligibility, scholarships, partners, alumni stories), SEO optimisation, analytics, and lead capture forms;
- Social media: LinkedIn, TikTok, YouTube, Bluesky, Instagram; targeted campaigns; paid boosts in priority regions; hashtag strategy; faculty and alumni amplification;
- Lead generation: Landing pages tailored to target universities; webinars; downloadable guides (admissions, visas, scholarships);
- Email & newsletters: Yearly updates to prospects, partners, and alumni.

Face-to-face and institutional:

- Open days and symposia (on campus and online);
- International recruitment events and career fairs;
- Guest lectures, workshops, conference presence (abstracts, posters, panels);

- Partner web presence: CoMEM<sup>AI</sup> pages on each partner's institutional site; news items at application launch; press releases.
- Printable and multimedia assets:
- Brochures, flyers, posters, roll-ups; recruitment videos and alumni testimonials; faculty spotlights; case studies of coastal projects.
- Alumni & stakeholder engagement:
- Ambassadors' network;
  - Stakeholder collaborations: Campus France and national equivalents; industry bodies; coastal management agencies; learned societies.
- Branding and compliance:
- EU/Erasmus+ logos and funding acknowledgement on all materials; consistent brand guidelines; accessibility checks.

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### 3.3 Sustainability and continuation

#### Sustainability and continuation

*Please refer to the description of the award criteria in the Erasmus+ Programme Guide.*

Sustainability is ensured by embedding the jointly developed master, teaching innovations, and quality assurance procedures within the accredited national degree structures of all partner institutions. This institutional anchoring guarantees the continuation of the programme beyond the Erasmus Mundus funding period. Long-term cooperation agreements and stable mobility pathways formalise the collaboration among partners and ensure that student exchanges, joint teaching activities, and shared supervision practices persist over time. The use of shared digital resources—including teaching materials, datasets, case studies, and virtual learning environments—creates a durable knowledge base that can be collectively updated and reused for future cohorts.

Financial sustainability is reinforced through diversified funding mechanisms involving Associated Partners, industry, and public authorities. Industry partners and Associated Partners are expected to provide direct monetary contributions to the consortium partners, including scholarships, support for internships, and co-financing of teaching and research activities. Where appropriate, such support may be channelled through an established foundation structure, ensuring transparency, continuity, and efficient management of external contributions. In addition, regional government support for advanced training in Blue Skills and Blue Economy growth provides a stable public funding dimension aligned with regional development strategies and labour market needs.

Strong and sustained engagement with industry further underpins the long-term viability of the programme. Through applied research projects, industry-driven case studies, and thesis topics addressing real-world coastal and marine challenges, companies and research institutions actively contribute to programme development while benefiting from innovation and talent development. This reciprocal relationship strengthens industry commitment to the programme and supports its evolution in line with emerging technological and data-driven approaches in coastal engineering and management.

The programme also supports continuation through professional upskilling pathways. Companies and public institutions are encouraged to sponsor their employees as self-paying students, particularly in regions with growing needs for coastal infrastructure and management expertise, including established professional networks in the construction and coastal engineering sectors. This model expands access, diversifies the student body, and reinforces the programme's relevance in international and emerging markets.

Finally, the joint governance framework, harmonised Diploma Supplement, and multiple-degree award reinforce institutional integration and provide a robust administrative foundation for long-term operation. These structures ensure that decision-making processes, quality assurance mechanisms, and academic responsibilities remain active beyond the project's lifetime, enabling the consortium to sustain a high-quality, internationally recognised Master programme that can continuously adapt to scientific, technological, and societal developments in coastal and marine engineering and management.

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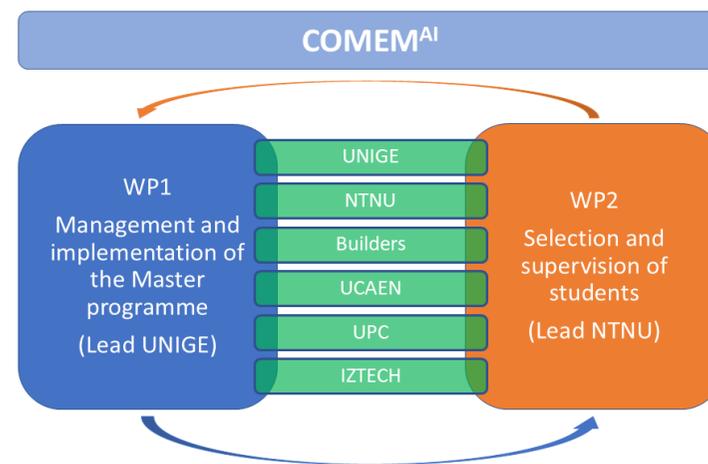
## 4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

### 4.1 Work plan

#### Work plan

Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

The proposed EMJM CoMEM<sup>AI</sup> is structured around two core Work Packages designed to ensure both robust programme governance and high-quality academic delivery. WP1, Management and Implementation of the Master Programme, encompasses the full spectrum of organisational activities — academic coordination, administrative and financial management, quality assurance, and liaison among the consortium partners. This Work Package establishes the operational framework necessary to guarantee the smooth and transparent implementation of the Master over its entire duration. WP1 will be led by UNIGE, which will oversee the overall management processes and ensure alignment with Erasmus Mundus standards and regulations. WP2, Selection and Supervision of Students, focuses on the academic dimension of the programme. It covers the complete student life cycle, including recruitment and selection procedures, mobility pathways, supervision mechanisms, monitoring of academic progress, and support services aimed at fostering student success and well-being. WP2 will be coordinated by NTNU, ensuring that pedagogical coherence and excellence are consistently maintained across the consortium. All partners will play an active and complementary role in both Work Packages, contributing their expertise to achieve the programme's objectives through coordinated, transparent, and inclusive governance. The accompanying figure provides a graphical overview of the organisational structure and the interconnections between the two Work Packages within the overall project framework.



### 4.2 Work packages, activities, resources and timing

#### WORK PACKAGES

#### Work packages

This section concerns a detailed description of the project activities.

Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable outputs.

Projects should have 2 fixed work packages:

<ul style="list-style-type: none"> <li>– WP1 – ‘Management and implementation of the Master programme’ (management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc), curriculum implementation, promotion of the master programme and impact, sustainability and dissemination of results)</li> <li>– WP2 – Selection and supervision of students</li> </ul> <p> Enter each activity/milestone/output/outcome/deliverable only once (under one work package).</p> <p> Ensure consistence with the detailed budget table/calculator (if applicable).</p>
<p><b>Objectives</b></p> <p>List the specific objectives to which the work package is linked.</p>
<p><b>Activities and division of work (WP description)</b></p> <p>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task. Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating <b>in bold</b> the task leader.</p>
<p><b>Milestones and deliverables (outputs/outcomes)</b></p> <p><b>Milestones</b> are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package. Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.</p> <p><b>Deliverables</b> are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.</p> <p>For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.</p> <p>For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).</p> <p>For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.</p> <p>The labels used mean:</p> <ul style="list-style-type: none"> <li>Public — fully open ( automatically posted online on the Project Results platforms)</li> <li>Sensitive — limited under the conditions of the Grant Agreement</li> <li>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision <a href="#">2015/444</a>. For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.</li> </ul>

**Work Package 1**

<b>Work Package 1: Management and implementation of the Master programme</b>					
<b>Duration:</b>	M1 - M72	<b>Lead Beneficiary:</b>	UNIGE		
<b>Objectives</b>					
<i>List the specific objectives to which this work package is linked.</i>					
<p>This Work Package is dedicated to establishing a solid governance and coordination framework that ensures the EMJM CoMEM<sup>AI</sup> progress smoothly, transparently, and in full alignment with its strategic objectives. Its purpose is to create the organizational conditions required for an efficient and high-quality implementation of the programme, from daily operations to long-term planning. This includes overseeing all academic, administrative, financial and communication procedures essential for managing a multi-partner, internationally delivered Master’s program with a strong emphasis on digital, data-driven and machine learning approaches to coastal engineering and coastal zone management. Activities under WP1 will cover the full scope of program administration: coordinating the consortium and its governance bodies; facilitating regular meetings of the partners and the Advisory Board; supporting the mobility of staff and invited experts; and ensuring that internal communication channels function effectively across the consortium. A central task is to maintain consistent monitoring of progress, risks milestones, and deliverables so that the consortium can address any emerging issues proactively. The Coordinator will act as the main interface with the EACEA and will oversee the preparation of periodic and final reports, financial documentation and all mandatory submissions required by the Agency. Quality assurance forms a central pillar of WP1. A comprehensive system will be implemented to continuously evaluate the performance of the programme. This will include structured internal and external reviews; systematic feedback mechanisms involving students, teachers, industry representatives, associated partners and alumni; and the regular assessment of academic and administrative procedures. These activities will help identify areas for improvement and ensure that the program remains at the forefront of innovation. A dedicated Quality Assurance Committee (QAC) will be appointed to design and supervise the evaluation strategy, define Key Performance Indicators (KPIs) and track progress toward quality targets. The QAC will play a crucial role in safeguarding the coherence, relevance and academic excellence of the EMJM throughout its implementation. WP1 will address the possible risks identified in the Risk Assessment section and will take charge of those that will possibly occur and that were not anticipated in the framework of the proposal preparation. The application of the contingency plan and mitigation measures based on the Risk Analysis and on the previous experiences gained by the consortium partners in the management of international joint degree programme (such as COMEM+). Finally, WP1 will focus on promoting the CoMEM<sup>AI</sup> program to key target groups including students, higher education institutions and leading industry and public institutions partners in the field of Coastal and Harbor Engineering and Management. It will develop and implement a comprehensive outreach strategy, leveraging the consortium’s international networks to attract students and foster collaboration with universities, industry, public institutions and the civil society. Additionally, partnerships and networking with other projects and organizations will be pursued to maximise the programme’s visibility, reach, and overall impact.</p>					
<b>Activities and division of work (WP description)</b>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP,	

				OTHER)	
T1.1	Legal, contractual formal reporting obligations	Liaison between consortium and EACEA project officer. Reporting to EACEA. Legal follow-up with EACEA, Consortium Agreement and Student Agreements. Institutional declarations and regulations.	<b>UNIGE</b> , NTNU, Builders, UCAEN, UPC, IZTECH	<b>COO</b> , BEN, BEN, BEN, BEN	n/a
T1.2	Financial Management	Financial management of scholarships and internal funding distribution amongst partners.	<b>UNIGE</b> , NTNU, Builders, UCAEN, UPC, IZTECH	<b>COO</b> , BEN, BEN, BEN, BEN	n/a
T1.3	Internal quality control and monitoring	QAC will define the Quality Assurance Plan and KPIs. QAC will perform regular quality assessment throughout the duration of the project and report to JPB.	<b>UPC</b> , UNIGE, NTNU, Builders, UCAEN, IZTECH	<b>BEN</b> , COO, BEN, BEN, BEN, BEN	n/a
T1.4	External evaluation	The External QA and Advisory Board (EQAB) will assess the quality of the project in terms of its outcomes and efficiency. External reports will be submitted to the JBP.	<b>UPC</b> , UNIGE, NTNU, Builders, UCAEN, IZTECH	<b>BEN</b> , COO, BEN, BEN, BEN, BEN	n/a
T1.5	Communication, Dissemination and Promotion activities	Development of a robust branding consisting of both aesthetic features and values to share our project priorities and purpose. The project brand will maximize visibility and impact of the project, make all project's activities and result accessible to the project participants and beyond. Promotion of the program either for student enrolment and for project activities (training and team building).	<b>Builders</b> , UNIGE, NTNU, UCAEN, UPC, IZTECH	<b>BEN</b> , COO, BEN, BEN, BEN, BEN	n/a
T1.6	Meetings and governing bodies	Organization of meetings/events and monitoring of the program advance.	<b>UNIGE</b> , NTNU, Builders, UCAEN, UPC, IZTECH	<b>COO</b> , BEN, BEN, BEN, BEN	
T1.7	Visiting Scholars	Administration of the selection and invitation process in addition to provision of the necessary support.	<b>NTNU</b> , NTNU, Builders, UCAEN, UPC, IZTECH	<b>BEN</b> , COO, BEN, BEN, BEN, BEN	

Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Pack age No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS1	Consortium Agreement	1	UNIGE	Approval and sign of Consortium Agreement.		M2	Signed Document
MS2	Cohort Kick-Off & Partner Presentation	1	NTNU	Organization of a joint meeting partners-students to present the different tracks to the students. Students will have the opportunity to introduce themselves.		M8-M20-M32-M44	List of Participants to the event
MS3	Production of Program visibility and promotion material	1	Builders	Production of COMEM <sup>AI</sup> promotion and visibility material.		M2	Set-Up of website, production of promotion and visibility material
MS4	Quality Assessment	1	UPC	Publication of the quality monitoring report.		M33-M57-M71	Approval of the QA report by the JBP
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Pack age No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Management and Implementation Plan	1	UNIGE	[R — Document, report]	[PU — Public]	M6-M18-M30-M42	Draft plan to be updated on an annual basis (Updates to e.g., student agreement, diploma certificate, diploma supplement are discussed here). [English, electronic]

D1.1	MSc program study guide and practical handbook	1	UNIGE	[R — Document, report] DEC —Websites	[PU — Public]	M6-M18-M30-M42	Tracks updating (survey data, course diary of potential changes, potential areas of improvement through student questions, topic updating, learning outcome map, collaborative review within partners). [English, electronic]
D1.2	Cohort Kick-off & Partner Presentations	1	Builders	DEC - videos and visual material]	[PU — Public]	M8-M20-M32-M44	Dissemination material for each cohort presentation event (video and images). [English, electronic]
D1.3	Quality Assessment Reports	1	UPC	[R — Document, report]	[PU — Public]	M5-M3-M57-M71	Drafting of i) Quality Assurance Plan (M5); ii) Internal and External Quality Report (M36-M65-M72). [English, electronic]
D1.4	CoMEM <sup>AI</sup> promotion and dissemination Kit	1	Builders	[R — Document, report] [DEC — Websites, images]	[PU — Public]	M2	Promotional and dissemination material for the advertising of CoMEM <sup>AI</sup> program for student enrollment, industrial partners involvement and communication for the specific technical sector. [English, electronic and printed]
D1.5	CoMEM <sup>AI</sup> annual report	1	UNIGE	[R — Document, report]	[PU — Public]	M33-M45-M57-M69	The annual report will include the statistical data and the description of the

							main activities carried out during the different years of the program, as well as the KPI metric defined for the quantification of its impact and quality. [English, electronic]

**Estimated budget — Resources**

For Unit Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

**Work Package 2**

**Work Package: Selection and supervision of students**

<b>Duration:</b>	M1 - M72	<b>Lead Beneficiary:</b>	NTNU
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**Objectives**

*List the specific objectives to which this work package is linked.*

The main objective of this WP is to provide comprehensive services, guarantees, protection, and support to CoMEM<sup>AI</sup> students to foster their well-being throughout their participation in the programme and to enable them to successfully complete their studies. In this context, any issues or challenges that may arise during the students' academic career—whether academic, administrative, or personal—will be addressed and managed within the framework of the Joint Board of the Programme (JBP), ensuring a coordinated, transparent, and consistent response across the consortium. The actions of this WP related to Selection and Student Affairs will focus on two main pillars. First, they will guarantee a fair, transparent, and merit-based selection process, jointly carried out by all consortium partners. The selection will be based on clearly defined criteria, including academic excellence, gender balance, and an equitable distribution of students among the partner universities. These criteria will be established in advance, formally approved by the partners, and published on the programme website to ensure full transparency. They may be reviewed and updated over time, if

necessary, to address any issues or shortcomings identified through the experience of previous cohorts. Second, this WP aims to create a student experience that supports personal, academic, and professional growth by fostering an inclusive, engaging, and active learning environment. Particular attention will be given to social inclusion and intercultural communication, with the objective of integrating students into the academic and social communities of the countries participating in the CoMEM<sup>AI</sup> consortium. Through targeted support measures and dedicated student services, the programme will provide students with the necessary tools and guidance to fully develop their personal and academic talents and to actively engage with the diverse cultural and institutional contexts of CoMEM<sup>AI</sup>.

**Activities and division of work (WP description)**

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Student Selection Criteria and Joint Selection	The main objective of this task is 1) review the criteria and process of selection of students admitted to the programme and the awarding of scholarships; 2) Selection of students and awarding scholarships; 3) Informing the students; 4) proceed with the student enrolment.	UNIGE, NTNU, Builders, UCAEN, UPC, IZTECH	COO, BEN, BEN, BEN, BEN	n/a
T2.2	Monitoring students learning	The teaching staff and guest lecturers for each course will actively participate in monitoring the students' learning (i.e., the knowledge, competences, and skills they acquired and their alignment with the course description). The consortium will collectively adopt and implement a common structure for the monitoring the progress of the students. Facilitation of activities to enable the students' success will be a priority as well as clear communication of expectations and sources of support.	UNIGE, <b>NTNU</b> , Builders, UCAEN, UPC, IZTECH	COO, <b>BEN</b> , BEN, BEN, BEN, BEN	n/a

T2.3	Master thesis supervision and evaluation	Definition of common Master thesis subjects and co-supervision. Evaluation of MSc thesis work establishing a shared scoring policy.	UNIGE, NTNU, Builders, <b>UCAEN</b> , UPC, IZTECH	COO, BEN, BEN, <b>BEN</b> , BEN, BEN	n/a	
T2.4	Issuance of the Degree Diploma	Administrative procedures for the conversion of credits in the various locations of the semester of the degree course and the awarding of the qualification by accredited HEIs.	<b>UNIGE</b> , NTNU, Builders, UCAEN, UPC, IZTECH	<b>COO</b> , BEN, BEN, BEN, BEN	n/a	
T2.5	Implementation of a student-centred coaching program	Students from diverse international backgrounds face both academic and cultural challenges. CoMEM <sup>AI</sup> will support their motivation and adaptation by identifying individual academic and social needs. Periodic face-to-face or virtual meetings will assess students' academic progress, social integration, and career orientation, while fostering close dialogue with teaching staff and peers through direct interactions and online student platforms across consortium institutions.	UNIGE, NTNU, <b>Builders</b> , UCAEN, UPC, IZTECH	COO, <b>BEN</b> , BEN, BEN, BEN, BEN	n/a	
<b>Milestones and deliverables (outputs/outcomes)</b>						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS5	Student Application Call	2	UNIGE	Opening of the call for the student selection through website/ mailing list/ social network.	M-M1-M24-M36	Applications collected
MS6	Student Selection	2	UNIGE	Admission of selected students to the program with the	M4-M16-M28-M40	Minutes of meeting of

				specification of grant holders and self-paying students.			the selection JBP
MS7	Student Graduation	2	UNIGE	MSc Thesis defence/submission and award of the MSc titles by the different HEIs.		M32-M44-M56-M68	MSc Title Diplomas
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D2.1	Selection procedure rules and results	2	UNIGE	[R — Report] [DEC — Websites]	[PU — Public]	M6-M18-M30-M42	Report describing the criteria and the procedure adopted to carry out student selection. Publication of the summarized results (no personal details) in the report and on the program website. [English, electronic and printed]
D2.2	Annual selection results	2	UNIGE	[R — Document, report]	[SEN — Sensitive]	M6-M18-M30-M42	List of selected students. [English, electronic]
D2.3	Updated tracks and courses program, updated study guide, updated website	2	NTNU	[R — Report] [DEC — Websites]	[PU — Public]	M6-M18-M30-M42	Tracks updating (survey data, course diary of potential changes, potential areas of

							improvement trough student questions, topic updating, learning outcome map, collaborative review within partners). [English, electronic]
D2.4	Cohort Summary Report	2	UCAEN	[R — Report]	[PU — Public]	M33-M45-M57-M69	Summary report of each cohort results and statistics. [English, electronic]

**Events and trainings**

<b>Events and trainings</b>							
<i>This table is to be completed for events that have been mentioned as part of the activities in the work packages above Give more details on the type, location, number of persons attending, etc.</i>							
Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Number
E1.1	Joint Program Board	Program Management Meeting	Internal meeting of the JPB for program management	Program Management	Partners Institution Locations	4 x 1	8
E2.1	Joint Program Board	Student Selection	Internal meeting of the JPB for student selection	Student Selection	Partners Institution Locations	4 x 1	8

E2.2	All partners and students	Cohort Welcome Events	Social and Teaching event	Informal session with presentations of the students and of the CoMEM <sup>AI</sup> program, plus team building activities	Trondheim, Norway	4 x 2	30
E2.3	All the students and some teacher from partners institutions	Short School on Coastal Hazard	Training Short School	Short Technical School on Coastal Hazard and Risk specifically tailored for the CoMEM <sup>AI</sup>	Izmir, Turkey	4 x 6	30
E2.4	All the students and some teacher from partners institutions	CoMEM <sup>AI</sup> Technical Workshop	Technical Workshop on Port Engineering and Works	Workshop dedicated to analysis of Port planning and design in a changing future with a strong involvement of the industrial partners	Caen, France	4 x 28	30
E2.5	All the students	Speed Date Interviews	Interviews with Industry partners	During the Workshop a speed date interviews session is organized to put in contact the students with the companies	Caen, France	4 x 1	25
E2.6	All students in Track 1 and Track 3	Coastal Bike Tour: Maresme shoreline and coastal defence systems	Professional Event	A guided bike tour along the Maresme coast focused on observing coastal defence structures and beach systems, analysing sediment transport processes, and discussing interactions between ports, groins, beaches, and coastal erosion.	Barcelona, Spain	4 x 1	25
E2.7	All students	Pro & Run	Networking with Industry partners	Event designed to foster networking between companies	Caen, France	4 x 1	25

				and students. The day begins with interactive morning sessions, followed by an afternoon run or walk where teams of students and professionals compete side-by-side			
E2.7	All students	Field Trip to Le Mont Saint Michel Bay.	Field Trip	Visit to the Bay of Mont Saint Michel. Sedimentary facies and morphodynamics	Le Mont Saint Michel, France	4 x 1	25
E2.8	All students	Field activity for coastal monitoring	Field Trip	Coastal Monitoring and Survey with dedicated Machine Learning algorithms	Genova Sturla, Italy	4 x 1	25
E2.9	All students	Field Activity	Field Trip	Venice Lagoon Field Trip	Venice Lagoon, Italy	4 x 1	30
E2.10	Students from tracks 1 and 2 and all students from Erasmus Mundus programm at the UNICAEN	Cohort Welcome Events	Social and informative event	Informal session with presentations of the students and of the CoMEM <sup>AI</sup> program, plus team building activities	Caen, France	4 x 1	16 and more
E2.11	All Students	Cohort Welcome Event	Social and informative event	Welcome and orientation event including an overview of IZTECH facilities, living in Izmir, student introductions, and networking activities	Izmir, Turkey	4 x 1	30
E.2.12	All students	Field Activity	Field Trip	Field trip to a Turkish coastal area impacted by coastal hazards: observation of damage, processes, and	Izmir, Turkey	4 x 1	30

				mitigation strategies, including a cultural site visit (e.g., the ancient port city of Ephesus)			
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**Timetable**

<b>Timetable (projects of more than 2 years)</b>																										
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>																										
<i>Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.</i>																										
ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6					
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4		
Task 1.1 - Legal, contractual formal reporting obligations																										
Task 1.2 - Financial Management																										
Task 1.3 - Internal Quality control and monitoring																										
Task 1.4 - External Evaluation																										
Task 1.5 - Communication, Dissemination and Promotion activities																										
Task 1.6 - Meetings and governing bodies																										



#@ETH-ICS-EI@#

## 5. OTHER

### 5.1 Ethics

#### Ethics (if applicable)

*If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.*

*Describe how you will ensure gender mainstreaming and children's rights in the project activities.*

CoMEM<sup>AI</sup> fully complies with European ethical standards and applies the principle of **non-discrimination** in accordance with EU Regulation 1303/2013, Article 14, ensuring equal treatment regardless of nationality, gender, ethnic origin, religion or beliefs, disability, age, or sexual orientation. The project promotes an **inclusive, safe, and respectful academic and working environment** across all participating institutions.

In line with Erasmus Mundus principles, CoMEM<sup>AI</sup> integrates gender mainstreaming into educational pathways, academic careers, mobility schemes, and work–life balance policies. While the programme does not include actions exclusively dedicated to gender equality, it actively contributes to **fostering female participation and employment in the Blue Economy sector** by supporting women's access to high-quality education, training, innovation, and technological development.

CoMEM<sup>AI</sup> counters the under-representation and marginalization of women by valuing diversity within university education, promoting flexible and inclusive learning and working arrangements, enhancing women's professional and leadership skills, and disseminating best practices that ensure fair and transparent access to academic, research, and career opportunities. Equal opportunities for women and men are guaranteed throughout the design and implementation of all programme activities, including student selection, staff involvement, and mobility.

CoMEM<sup>AI</sup> is committed to ensuring accessibility and inclusion for persons with disabilities by adopting reasonable accommodations, inclusive learning environments, and accessible digital and physical infrastructures across all partner institutions. The programme promotes equal participation by addressing specific needs in teaching, assessment, mobility, and support services, in line with EU accessibility and inclusion frameworks.

CoMEM<sup>AI</sup> promotes the ethical use of AI, emphasizing transparency, fairness, data privacy, and respect for human oversight. Students are encouraged to critically assess the societal and environmental impacts of AI-based tools and decisions. The ethical use of AI is emphasized throughout the course, with attention to responsible deployment, data privacy, and bias awareness. AI tools are to be used as support for learning, not as substitutes for independent thinking.

#§ETH-ICS-EI§# #@SEC-URI-SU@#

### 5.2 Security

#### Security

Not applicable.

#§SEC-URI-SU§# #@DEC-LAR-DL@#

## 6. DECLARATIONS

#### Double funding

##### Information concerning other EU grants for this project

 Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).

YES/NO

We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.

YES

<p>We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.</p>	<p><b>YES</b></p>
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<p><b>Financial support to third parties (if applicable)</b></p>	
<p>Not applicable.</p>	

<p><b>Seal of Excellence (if applicable)</b></p> <p><i>If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.</i></p> <p><i>In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.</i></p>	
<p>Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?</p>	<p>[YES] [NO]</p>

#§DEC-LAR-DL§#

## ANNEXES

### LIST OF ANNEXES

#### Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for Unit Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) -

Annual activity reports (annex 3 to Part B) -

List of previous projects (annex 4 to Part B) — *mandatory*

#### Special

Proof of accreditation — *mandatory*

Draft Partnership Agreement — *mandatory*

Draft model of Diploma Supplement — *optional*

Draft Student Agreement — *optional*

Blank copies of the proposed master degree diplomas

Other Annexes —

Surveys

Personnel CVs

Consortium Partners' Letters of Intent

Associated Partners' Letters of Intent

<b>HISTORY OF CHANGES</b>		
<b>VERSION</b>	<b>PUBLICATION DATE</b>	<b>CHANGE</b>
1.0	25.02.2021	Initial version (new MFF).
2.0	15.12.2021 01.06.2022	Update for calls 2022. Consolidation, formatting and layout changes. Tags added.

**ANNEX N 3**

**FRAMEWORK AGREEMENT**

**FOR ACADEMIC COOPERATION BETWEEN**

**THE UNIVERSITY OF ALEXANDRIA (EGYPT)**

**AND**

**THE UNIVERSITY OF CAEN NORMANDY (FRANCE)**

**IMPLEMENTATION OF A DUAL MASTER'S DEGREE**

**IN**

**“DRUG DESIGN”**

Having regard to the Education Code,

Having regard to circular No. 2015-0012 of 24-3-2015 on the procedures for developing and awarding national diplomas and certain State diplomas by higher education institutions under the authority of the Ministry of National Education, Higher Education and Research.

Having regard to the order dated 4 July 2022, by which UNICAEN is accredited to award the degree of Master in Drug Design as for the academic year 2022-2023 and for a period of six years.

Having regard to the framework agreement of International Academic Cooperation signed

Following consultation of the Training and University Life Commission dated 03/06/2025

Having regard to the texts in force in the partner country

*The Alexandria University*, a public institution, located at 22 El-Guish Road, El-Shatby, Alexandria, Egypt – 21526 , hereto represented by its President, Prof. Abdel Aziz Konsowa, Hereinafter referred to as "AU".

and the University of Caen Normandy, a public institution of scientific, cultural and professional relevance, located at Esplanade de la Paix, CS 14032, hereto represented by its President, Mr Lamri ADOUI

Hereinafter referred to as "UNICAEN"

Hereinafter collectively referred to as "the Parties"

Have agreed as follows:

## ARTICLE 1: PURPOSE OF THE AGREEMENT

UNICAEN and AU agree to pursue co-operation under the terms and conditions identified in this Agreement to prepare a two-years international Master program in the field of Drug Design, with the aim to simultaneously award the Master degree specific to each of the Parties.

AT UNICAEN:

Master's in Pharmaceutical Sciences and health Products, Drug Design Track

AT AU

- Master in Drug Design

This General Agreement sets out broad co-operative administrative and financial arrangements. The specifications of the dual master degree program and operation manual are contained in the general bylaws document.

## ARTICLE 2: CONDITIONS OF ACCESS TO THE PROGRAM

### Article 2.1: Application

In order to be eligible to apply for the DUAL degree program, students of both parties will have to submit their application by the date indicated in the calendar provided by their home institution.

- 1- UNICAEN students who have chosen to apply for the DUAL degree and who meet the admission requirements must submit their application to the person responsible for the master and to the Carré international in Unicaen. After the student successfully passes the academic courses of semester 1 (M1 year) , the student submits an application to register the research proposal plan for the thesis at Faculty of Pharmacy, AU.
- 2- The students of AU who have chosen to apply for the DUAL degree, and who meets the admission requirements, must submit their application file to the office of post graduate studies, at the time of registration announced.

### Article 2.2: Admission

For UNICAEN students:

- UNICAEN students wishing to apply for the DUAL degree program and wishing to be enrolled in the first year of the Master's degree (M1) at UNICAEN must have a bachelor in Chemistry, Biochemistry or Pharmacy.
- UNICAEN students wishing to apply for the DUAL degree program and wishing to be enrolled in the second year of the Master's degree (M2) at Egypt must have a minimum

level of English proficiency (a TOEFL score of 650 or ILET of 6.6 or TOEIC score not less than 900).

- For Unicaen students to be enrolled in the second year of the Master's degree (M2) at the time of application at Egypt, they must have obtained what is equivalent to 60 ECTS credits at the time of the selection.

#### For students of AU:

- The student from AU wishing to apply for the DUAL degree program, to be enrolled in the second year of the Master's degree (M1) must have a Bachelor of Pharmacy, Bachelor of Clinical Pharmacy, Bachelor of Pharmacy (PharmD) or Bachelor of Pharmacy (PharmD Clinical Pharmacy) degree or their equivalents from one of the universities recognized by the Supreme Council of Universities.
- The students from AU wishing to apply for the DUAL degree program must have a minimum level of English proficiency (IELTS score of 6 or equivalent in TOEFL), as well as a B2 level in French in DELF (the DELF is for students who will spend M2 in France).
- For AU students to be enrolled in the second year of the Master's degree (M2) at the time of application at France, they must have obtained what is equivalent to 60 ECTS credits at the time of the selection.

Depending on the applications received and the experience gained after the establishment of these admission modalities, the parties reserve the right to modify these modalities by means of an amendment signed by both parties.

### **ARTICLE 3: RECRUITMENT AND MOBILITY**

Each institution will be responsible for the annual recruitment of students who will be able to follow the DUAL degree at the partner university.

The maximum number of students participating in the dual degree program is limited to 3 participants per year and per partner university. If the number of eligible applicants exceeds this limit, the number of participants may be slightly increased by mutual agreement between the program coordinators.

The mobility procedure will be the same as that commonly applied to traditional exchange students. The year before the mobility program, the International Relations departments of both institutions will have to be informed of the planned international mobilities (incoming and outgoing) so that these mobilities can be put in place (reservation of accommodation, financing, mobility documents, etc.). The information to be sent to each of the International Relations departments will be the following for each student (incoming or outgoing): Surname, first name, date of birth, nationality, email, place of mobility, duration of mobility, type of mobility (study/internship).

During the period of mobility, the students will have to attend the courses of the study program drawn up by the two Universities, and will have to take all the scheduled examinations.

More details about student 's mobility during both years M1 and M2 and the study system during are provided under article 3 of the general bylaws document.

#### **ARTICLE 4: REGISTRATION PROCEDURES**

1. Students participating in the DUAL degree program will be registered at both universities from which they wish to graduate. They will only pay the tuition fees at their home institution and will be exempted from those fees at the host institution. AU students will also have to pay the CVEC (Contribution vie étudiante et de campus) to UNICAEN during M2 in France. Similarly, UNICAEN students will have to pay educational service fees to AU.
2. Students will therefore have a student status at both institutions. They shall be considered by the Parties as full students, with the same benefits, rights and responsibilities as their own students. In particular, they shall be admitted to courses, tutorials, laboratory internships, seminars and conferences.
3. Students comply with the rules and regulations of the host institution, and with all legal requirements of the host country.
4. Students will be expected to comply with the legislation in force in the host country, in particular concerning health insurance and social security.
5. Students will be issued a student card by the host institution indicating their dual enrolment. In case the issuance of a single card mentioning both registrations is not possible, then the student will be given a student card from the home institution too.

#### **ARTICLE 5: STUDY PLAN AND INFORMATION EXCHANGE**

The plan of the studies will be determined and validated by both Parties.

Details of study system and study hours as well as the study plan are well described in the general bylaws document .

The students will be supported by academic officers in each institution to prepare the study programs, monitor their implementation and resolve adjustment problems.

For each student enrolled in the DUAL degree program, the Parties will send the coordinators a transcript stating all grades and assessments obtained by the student as soon as they are available.

Each year, the Parties will provide each other with all documentation concerning the courses, seminars, research and other activities relating to the exchange. This documentation will be used, amongst other things, to inform the students applying for the DUAL degree.

## **Nomination:**

### **1) For AU students**

#### **a. Nomination:**

Each year, following the selection process and no later than **June 1st**, AU students selected to participate in the program must be **nominated** to the *Carré International* (at the *International Mobility Programs Office – PPMI*) by email at the following address:  
**intl.interu.entrants@unicaen.fr.**

The following information must be provided at the time of nomination: **Last name, First name, Date of birth, Host faculty (here: UFR santé/pharmacie), and Email address** of each student.

#### **b. Acceptance:**

The PPMI will contact the nominated students directly so that they can complete their **pre-registration at Unicaen** (via the online *Move on* application).  
Once the students have finalized their pre-registration, the PPMI will issue the **letter of acceptance** and arrange **student housing reservations**.

#### **c. Visa:**

Upon receiving their **letter of acceptance**, students must begin their **visa application process** at the **French Consulate in Egypt**.

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### **2) For UNICAEN students**

#### **a. Nomination:**

Each year, following the selection process and no later than **June 1st**, the **UFR Santé** (Faculty of Health Sciences) will send the list of selected students to the PPMI, which will then **nominate them to AU**.

The PPMI will provide the partner institution with the following information: **Last name, First name, Date of birth, Host faculty, and Email address** of each student.

UNICAEN students must complete an **online Moveon mobility application** at their home university so that UNICAEN can organize their **outgoing mobility**.

#### **b. Acceptance:**

AU will issue **letters of acceptance** for the nominated students and send them either by postal mail to the PPMI or directly to the students concerned.

**c. Visa:**

Upon receiving their **letter of acceptance**, students must begin their **visa application process** at the **Egyptian Embassy in France**.

## **ARTICLE 6: MOBILITY and STUDENT ACCOMMODATION**

### **Article 6.1: Financing of student mobility**

During their year in the partner university as part of this DUAL degree, the students will benefit from any financial aid (Erasmus+, grants from local authorities, etc.) provided that they meet the criteria for such aid.

Transportation, visa, accommodation, food, insurance and registration fees are the responsibility of the student.

Neither party is required to finance the stay of the students concerned by this amendment to the above-mentioned framework cooperation agreement.

### **Article 6.2: Support provided to students by the host institution**

The host institution undertakes, as far as possible, to assist the students of the partner institution covered by this addendum to the above-mentioned framework cooperation agreement in their search for accommodation and to provide them with information, guidance and assistance in accordance with current practice concerning the reception of international students.

### **Article 6.3: Compliance with host country legislation**

Each Party will be responsible for ensuring that the students it sends to the partner institution for mobility are in compliance with the legislation of the host country: visas, social security, civil liability insurance, repatriation.

### **Article 6.4: Equal treatment**

During their stay abroad as part of this mobility, students from both institutions enjoy the same rights and are subject to the same obligations as students from the host institution.

## **ARTICLE 7: ORGANISATION AND CONTENT OF THE PROGRAM**

### **Article 7.1 : Language of instruction**

The language of instruction is ENGLISH in AU and FRENCH in UNICAEN.

### **Article 7.2 : Structure and Content of the Program and its courses**

Structure and Content of the Program and its courses is detailed in the general bylaws of the

Program.

### **Article 7.3: Establishment of the teaching teams and supervisory committee**

- If necessary, the list of contributors to the delivery of the program courses will be provided at the beginning of each academic year in the form of an addendum. This list must be initialed by the program managers of both institutions.
- Master thesis research work is to take place under joint supervision. The faculties and academic supervisors must jointly ensure that the candidate participates in active research environment. The supervisors will be appointed consistent with the regulations governing supervision policies of UNICAEN and AU.
- There shall be at least one supervisor at each university, one of whom serves as the primary supervisor as agreed within the committee. The main supervisor has the overall responsibility for the supervision, and for the coordination between the supervisors. The main supervisor has a specific, allocated role to follow up with the candidate in terms of practical matters and regulations at the main supervisor's institution. One co-supervisor from the other institution must be appointed to carry out similar responsibilities at this supervisor's institution. Additional co-supervisors from either university or any other institutes or an expertise in the field may be appointed as required.
- The supervisory committee has the clear mandate to propose the research topic and prepare the research plan required to conduct the research. Upon successful completion and validation of semester 1-M1 requirements, a thesis research protocol comprising all thesis work related matters, shall be submitted for registration and approval at AU in accordance with the regulations governing this matter.

### **Article 7.4: Teacher mobility**

In the event that staff members involved in this program are required to teach all or part of their courses in the partner university, the remuneration of the staff members involved will be the responsibility of the host institution. AU and UNICAEN will endeavour to prepare their budgets for the necessary financial means and/or to find other sources of financing (European programs, foundations, institutions, etc.) to support these mobility programs.

### **ARTICLE 8: DEROGATION, EXCLUSION FROM THE PROGRAM**

At the end of the year, if the student does not pass the examinations set by the host institution, a jury composed of the program managers of both partner institutions will take into account the decisions of the jury and decide on the further course of action, i.e. either the granting of an additional semester to comply with the requirements or the exclusion from the joint curriculum.

In the event of such an exclusion, the host institution will issue a certificate of attendance and a transcript of records to the student concerned and send a copy to the home institution.

In this case, the student will not be entitled to any compensation or reimbursement of the costs incurred.

## **ARTICLE 9: DISRUPTION AND TERMINATION**

The standard length of the Master program is two full time work years, from starting date to the date of thesis submission.

In the event of statutory leave, extension shall be made correspondingly. The candidates are responsible for reporting and documenting such interruptions.

The program period may be also extended due to delay during the course of study and may only be admitted upon a favourable opinion by the supervisors and the two parties.

The program may be interrupted by the student for serious personal reasons or as a result of financial difficulties which may be documented. Withdrawal from the program must be notified in writing to both Universities.

Any mobility grants will be waived until the program is terminated.

Any examinations taken during the mobility and up to the moment of the interruption of the program may be recognised by the home university.

Interruption of the program before its completion does not allow the student to obtain a DUAL Degree.

## **ARTICLE 10: PROGRAM COORDINATION**

The coordinators responsible for the program at both Universities are:

### **For the University of Caen :**

Prof Anne Sophie Voisin-Chiret, head of pharmaceutical chemistry department, Faculty of pharmacy, Unicaen

Dr Emmanuelle Dubost, head of the master's degree, Faculty of pharmacy, Unicaen

### **For the University of Alexandria:**

Prof Alyaa Ramadan, Dean's consultant for International Relations, faculty of Pharmacy, AU  
Prof Mona Badr, head of pharmaceutical chemistry department, faculty of Pharmacy, AU (or another staff member from the pharmaceutical chemistry department selected by the department and faculty council)

The two program leaders are responsible for ensuring the program's successful development, and they must carry out supervisory activities for the students during the mobility period.

Any information that is not mentioned in this agreement is subject to the educational regulations of each institution.

## **ARTICLE 11: DISPUTE RESOLUTION**

Any dispute will be dealt with by the parties in accordance with the provisions mentioned in article 9 of the framework agreement on international cooperation established between the two parties (general MOU).

## **Article 12: DATA PROTECTION**

Personal data will be dealt with by the parties in accordance with the provisions mentioned in article 4 of the framework agreement on international cooperation established between the two parties (general MOU).

## **ARTICLE 13: CONFIDENTIALITY AND INTELLECTUAL PROPERTY**

Confidentiality and intellectual property will be dealt with by the parties in accordance with the provisions mentioned in article 6 of the framework agreement on international cooperation established between the two parties (general MOU).

## **ARTICLE 14: DURATION OF THE AGREEMENT**

This agreement is concluded for a period of validity identical to that of the framework agreement for international cooperation, and will eventually be proposed for renewal at the same time as the latter. The possible revocation of the Agreement by either of the Universities must be notified in writing. In this case, the persons still involved in activities that started before the date of such notification will retain all the rights conferred by this agreement until the end of the activities in question.

This Agreement is made in English, French and Arabic versions which are equally valid. In case of conflict (disputes), the parties would refer to the English text.

## **ARTICLE 15: IMPLEMENTATION**

The two parties shall consult each other whenever they consider it necessary and shall periodically draw up an assessment of the programs carried out or in progress. An activity report will be sent annually to the competent university authorities.

To this end, the two co-signatory institutions will each appoint two (2) members to form a steering committee which will meet at least once (1) a year to examine the results of the cooperation, provide an assessment for each partner and propose the necessary decisions for

any improvement or extension of the cooperation program. It will be the responsibility of this steering committee to define the program evaluation criteria.

#### **ARTICLE 16 - CONDITIONS OF THE AWARD OF THE DUAL DEGREE**

The award of the DUAL Degree will be the subject of a decision by both Universities, depending on the examinations actually taken by the students during the period of mobility, as well as the successful completion of the tests and thesis defense.

#### **ARTICLE 17: SIGNATURES**

This Agreement is made in English, French and Arabic versions which are equally valid. In case of conflict (disputes), the parties would refer to the English text

The agreement is signed in two original copies in English language.

In Caen, on ..... <b>For the University of Caen Normandy</b> Lamri ADOUI President	In Alexandria , on ..... <b>For the University of Alexandria</b> Prof. Abdel Aziz Konsowa President
For the Faculty of pharmacy The dean Prof. Pascale Schumann	For the faculty of Pharmacy The dean Prof. Hanan M. El-Gowelli

<b><u>Contacts :</u></b> <b>Contact details:</b> <i>The Alexandria University</i> 22 El-Guish Road, El-Shatby, Alexandria, Egypt – 21526 Tel: +2 03 4868256 Email: <a href="mailto:int.office@alexu.edu.eg">int.office@alexu.edu.eg</a> <a href="mailto:iraoffice@gmail.com">iraoffice@gmail.com</a>	<b>Contact details:</b> University of Caen Normandy Carré International International Development Division Esplanade de la Paix 14032 Caen Cedex 5 - France Tel: +33 2 31 56 52 75 Email : <a href="mailto:intl.projets@unicaen.fr">intl.projets@unicaen.fr</a>
<b>Responsible person:</b> Name: <b>Alyaa Ramadan</b> Email : <a href="mailto:phar-dean@alexu.edu.eg">phar-dean@alexu.edu.eg</a> <a href="mailto:Alyaa.ramadan@alexu.edu.eg">Alyaa.ramadan@alexu.edu.eg</a>	<b>Responsible person :</b> Name: <b>Julie Quesnel/Stéphanie Gouttry</b> Email : <a href="mailto:intl.projets@unicaen.fr">intl.projets@unicaen.fr</a>



UNIVERSITÉ  
CAEN  
NORMANDIE

Tableau n°1 : Recrutement en première année de Master, dates de campagnes, modalités de sélection et éléments pris en considération pour l'année universitaire 2026-2027 :

Composante	Mention	Parcours	Pour rappel : COL (Capacité offerte limitée, nombre de places proposées via la plateforme Mon Master) en M1 rentrée 2025	Pour rappel : Capacité d'accueil globale - CAL - en M1 dans la mention ou dans le parcours (candidats néo-entrants + candidats internationaux + redoublants) rentrée 2025	Effectifs inscrits à la rentrée 2025 (extraction au 26/09/2025)	Nombre de candidatures finalisées via Mon Master rentrée 2025	Nombre de candidatures classées via Mon Master rentrée 2025	COL (Capacité offerte limitée, nombre de places proposées via la plateforme Mon Master) en M1 rentrée 2026	Capacité d'accueil globale - CAL en M1 dans la mention ou dans le parcours (candidats néo-entrants + candidats internationaux + redoublants) rentrée 2026	Modalités de sélection (dossier et/ou entretien, prérequis, concours, ...)  Recrutement sur dossier ou Recrutement sur entretien ou Recrutement sur dossier puis entretien pour l'ensemble des candidats ou Recrutement sur dossier puis sur entretien pour les seuls candidats retenus à l'issue de la	Mentions de Licences, Licences professionnelles ou BUT conseillées pour intégrer le Master	Attendus : ensemble des connaissances et compétences requises pour réussir dans cette formation	Éléments pris en considération lors :  De l'examen du dossier  De l'entretien
UFR des Sciences	Physique (co-accréditation avec l'INSTN)	-	36	40	2	69	37	36	40	Recrutement sur dossier : pièce d'identité en cours de validité, lettre de motivation, CV, relevés de notes de bac et de licence, attestations de diplômes, attestation de niveau de langue anglaise (DALF C1)	Physique	Mécanique classique, Relativité restreinte, Électromagnétisme, Électrocinétique, Optique, Ondes, Thermodynamique, Physique statistique, Physique quantique, Science de la matière, Outils mathématiques.	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.
UFR des Sciences	Physique fondamentale et applications (si changement de mention pour la rentrée 2026)		NC	NC	NC	NC	NC	36	40	Recrutement sur dossier : pièce d'identité en cours de validité, lettre de motivation, CV, relevés de notes de bac et de licence, attestations de diplômes, attestation de niveau de langue anglaise (DALF C1)	Physique	Mécanique classique, Relativité restreinte, Électromagnétisme, Électrocinétique, Optique, Ondes, Thermodynamique, Physique statistique, Physique quantique, Science de la matière, Outils mathématiques.	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.

MASTER 2 PHYSIQUE  
Parcours CEI

# *Apogée*

Université de Caen Normandie  
Décomposition d'un diplôme

Centre : 100 Université de Caen Normandie

Demandeur : MAHOUKOU agnes.leblond@unicaen.fr

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	211	Master Physique		120 Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique		60 Crédits

NIVEAU 1

LISTE		Statut		Type	Min	Max
PHY1M2	Master 2 Physique P. Cont	O		Obligatoire		
ELEMENT		Suspendu	Nature		Crédits	
SFM2PCS4	Semestre 4	N O	Semestre		30	
SFM2PCS3	Semestre 3	N O	Semestre		30	

DECOMPOSITION DU DIPLOME Master Physique

VERSION DIPLOME MAPHYSI	211	Master Physique	120	Crédits
VERSION ETAPE PHY1M2	211	M2 Physique	60	Crédits

NIVEAU 2

ELEMENT		LISTE		Statut Type			Min	Max
SFM2PCS3	Semestre 3	SFM2PCS3	Semestre 3	O	Obligatoire à choix		1	1
		ELEMENT		Suspendu	Nature		Crédits	
		SFM2CCA3	S3-Parcours FA	N	O	Bloc		
		SFM2CCI3	S3-Parcours FI	N	O	Bloc		
SFM2PCS4	Semestre 4	SFM2PCS4	Semestre 4	O	Obligatoire à choix		1	1
		ELEMENT		Suspendu	Nature		Crédits	
		SFM2CCA4	S4-Parcours FA	N	O	Bloc		
		SFM2CCI4	S4-Parcours FI	N	O	Bloc		

		DECOMPOSITION DU DIPLOME	Master Physique	
VERSION DIPLOME	MAPHYSI	211	Master Physique	120 Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique	60 Crédits

NIVEAU 3

ELEMENT		LISTE		Statut Type			Min	Max
SFM2CCA3	S3-Parcours FA	SFM2CCA3	Liste - S3-Parcours FA	O	Obligatoire			
		ELEMENT		Suspendu	Nature			Crédits
		SFM2CA1	UE1-Analyses spectroscop	N	O	U.E		5
		SFM2CA2	UE2-Analyses physico-chim	N	O	U.E		4
		SFM2CA4	UE4-Déchets, rejets, nuis	N	O	U.E		6
		SFM2CI3	UE3-Radioprotection	N	O	U.E		4
		SFM2CI5	UE5-Qualité, communicatio	N	O	U.E		8
		SFM2CI6	UE6-Anglais	N	O	U.E		3
SFM2CCA4	S4-Parcours FA	SFM2CCA4	Liste S4-Parcours FA	O	Obligatoire			
		ELEMENT		Suspendu	Nature			Crédits
		SFM2CA7	UE7-Formation entreprise	N	O	U.E		30
SFM2CCI3	S3-Parcours FI	SFM2CCI3	Liste S3-parcours FI	O	Obligatoire			
		ELEMENT		Suspendu	Nature			Crédits
		SFM2CI1	UE1-Analyses spectroscopi	N	O	U.E		5
		SFM2CI2	UE2-Analyses physico-chim	N	O	U.E		4
		SFM2CI3	UE3-Radioprotection	N	O	U.E		4
		SFM2CI4	UE4-Déchets, rejets, nuis	N	O	U.E		6
		SFM2CI5	UE5-Qualité, communicatio	N	O	U.E		8
		SFM2CI6	UE6-Anglais	N	O	U.E		3

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	211	Master Physique		120 Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique		60 Crédits

NIVEAU 3

ELEMENT	LISTE		Statut Type			Min	Max
SFM2CCI4	S4-Parcours FI	SFM2CCI4	Liste S4-Parcours FI	O	Obligatoire		
		<u>ELEMENT</u>		Suspendu	Nature		<u>Crédits</u>
		SFM2CI7	UE7-Stage en entreprise	N	O	U.E	30

VERSION DIPLOME	MAPHYSI	211	Master Physique	120	Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique	60	Crédits

DECOMPOSITION DU DIPLOME Master Physique

NIVEAU 4

ELEMENT	LISTE	Statut	Type	Min	Max
SFM2CA1	UE1-Analyses spectroscop	SFM2CA1	Liste UE1	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CA11	N	O	E.C.	
	SFM2CA12	N	O	E.C.	
	SFM2CA13	N	O	E.C.	
SFM2CA2	UE2-Analyses physico-chim	SFM2CA2	Liste UE2	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CA21	N	O	E.C.	
	SFM2CA23	N	O	E.C.	
	SFM2CI22	N	O	E.C.	
SFM2CA4	UE4-Déchets, rejets, nuis	SFM2CA4	Liste UE4	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CA42	N	O	E.C.	
	SFM2CA44	N	O	E.C.	
	SFM2CI41	N	O	E.C.	
	SFM2CI43	N	O	E.C.	
SFM2CA7		SFM2CA7	Liste UE7	O	Obligatoire

VERSION DIPLOME	MAPHYSI	211	Master Physique	120	Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique	60	Crédits

DECOMPOSITION DU DIPLOME Master Physique

NIVEAU 4

ELEMENT	LISTE	Statut	Type	Min	Max
SFM2CA7	UE7-Formation entreprise	SFM2CA7			
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CA71	N	O		E.C.
	SFM2CA72	N	O		E.C.
	SFM2CA73	N	O		E.C.
SFM2CI1	UE1-Analyses spectroscopi	SFM2CI1	Liste UE1	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CI11	N	O		E.C.
	SFM2CI12	N	O		E.C.
	SFM2CI13	N	O		E.C.
SFM2CI2	UE2-Analyses physico-chim	SFM2CI2	Liste UE2	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CI21	N	O		E.C.
	SFM2CI22	N	O		E.C.
	SFM2CI23	N	O		E.C.
SFM2CI3		SFM2CI3	Liste UE3	O	Obligatoire

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	211	Master Physique		120 Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique		60 Crédits

NIVEAU 4

ELEMENT	LISTE	Statut	Type	Min	Max
SFM2CI3	UE3-Radioprotection	SFM2CI3			
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CI31	N	O	E.C.	
	SFM2CI32	N	O	E.C.	
SFM2CI4	UE4-Déchets, rejets, nuis	SFM2CI4	Liste UE4	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CI41	N	O	E.C.	
	SFM2CI42	N	O	E.C.	
	SFM2CI43	N	O	E.C.	
	SFM2CI44	N	O	E.C.	
SFM2CI5	UE5-Qualité, communicatio	SFM2CI5	Liste UE5	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	SFM2CI51	N	O	E.C.	
	SFM2CI52	N	O	E.C.	
SFM2CI6	UE6-Anglais	SFM2CI6	Liste UE6	O	Obligatoire
	ELEMENT	Suspendu	Nature		Crédits
	YSPCO3E1	N	O	E.C.	
SFM2CI7		SFM2CI7	Liste UE7	O	Obligatoire

DECOMPOSITION DU DIPLOME Master Physique

VERSION DIPLOME	MAPHYSI	211	Master Physique	120	Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique	60	Crédits

NIVEAU 4

ELEMENT	LISTE	Statut	Type	Min	Max
SFM2CI7	UE7-Stage en entreprise SFM2CI7				
	<u>ELEMENT</u>	Suspendu	Nature		Crédits
	SFM2CI71 STAGE	N	O E.C.		

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	211	Master Physique		120 Crédits
VERSION ETAPE	PHY1M2	211	M2 Physique		60 Crédits

NIVEAU 5

ELEMENT		LISTE		Statut	Type	Min	Max
SFM2CI32	Métrologie	SFM2CI32	Métrologie	O	Obligatoire		
		<u>ELEMENT</u>		Suspendu	Nature		Crédits
		SFM2R21M	Metrology	N	O	E.C.	

**2022: PHY1M2 VET [212] Master 2 Physique P. Contrôle de l'Environnement Industriel (CEI)  
Intégralement mutualisé avec le M2 Chimie parcours CEI**

Code	Libellé	CNU	ECTS	Eff.	Porté	HCM	HTD	HTP	HSTAGE	
						1,5 HETD	1 HETD	1 HETD	1 HETD	
<b>SFM2PCS3</b>	<b>SEM Semestre 3 (357h)</b>		<b>30</b>	<b>7</b>	<b>0</b>					<b>366h/étu</b>
<b>SFM2PCI3/SFM2PCA3</b>	<b>Parcours FI / FA</b>									<b>366h/étu</b>
SFM2CI1/CA1	UE Analyses spectroscopiques	28-32	5		0	32h	15h	16h		63h/étu
SFM2CI11/CA11	EC Analyses des ondes				N	7h	1h	3h		
SFM2CI12/CA12	EC Analyses par diffraction des rayons X				N	5h	3h	4h		
SFM2CI13/CA13	EC Analyses spectrométries				N	20h	11h	9h		
<b>SFM2CI2/CA2</b>	<b>UE Analyses physico-chimiques</b>	<b>31-33</b>	<b>4</b>		<b>0</b>	<b>27h</b>	<b>11h</b>	<b>12h</b>		<b>50h/étu</b>
SFM2CI21/CA21	EC Analyses et séparations chimiques				N	9h		4h		
SFM2CI22	EC Analyses électro-chimiques				N	8h	7h			
SFM2CI23/CA23	EC Analyses physiques				N	10h	4h	8h		
<b>SFM2CI3</b>	<b>UE Radioprotection et protocoles de mesure</b>	<b>29-30</b>	<b>4</b>		<b>0</b>	<b>21h</b>	<b>21h</b>	<b>6h</b>		<b>48h/étu</b>
SFM2CI31	EC Dosimétrie et radioprotection				N	10h	10h	6h		
SFM2R21	EC Protocoles de mesure				N	11h	11h			
<b>SFM2CI4/CA4</b>	<b>UE Déchets, rejets, nuisances</b>	<b>30-32-64</b>	<b>6</b>		<b>0</b>	<b>75h</b>		<b>3h</b>		<b>78h/étu</b>
SFM2CI41	EC Identification des déchets, rejets, nuisances partie 1				N	16h		3h		
SFM2CI42/CA42	EC Identification des déchets, rejets, nuisances partie 2				N	18h				
SFM2CI43	EC Risques sanitaires partie 1				N	33h				
SFM2CI44CA44	EC Risques sanitaires partie 2				N	8h				
<b>SFM2CI5</b>	<b>UE Qualité, communication, responsabilité des entreprises</b>	<b>.2-5-65.</b>	<b>8</b>		<b>0</b>	<b>96h</b>	<b>1h</b>			<b>97h/étu</b>
SFM2CI51	EC Développement durable, qualité et communication				N	63h	1h			
SFM2CI52	EC Approches juridiques et socio-économiques				N	33h				
<b>SFM2CI6</b>	<b>UE Anglais (M2-S1)</b>		<b>3</b>		<b>0</b>		<b>30h</b>			<b>30h/étu</b>
YSPCO3E1	EC Anglais	11		38	N		30h			
<b>SFM2PCS4</b>	<b>SEM Semestre 4 (86h)</b>		<b>30</b>	<b>7</b>	<b>0</b>				<b>2h</b>	<b>Nb d'heures ≠ selon parcours</b>
<b>SFM2PCI4</b>	<b>Parcours FI</b>									<b>0h/étu</b>
SFM2CI7	UE Stage en entreprise	3133	30		0				2h	2h d'encadrement / étu
SFM2CI71	EC Stage				N				2h x 3gpes	
<b>SFM2PCA4</b>	<b>Parcours FA</b>									<b>72h/étu</b>
SFM2CA7	UE Formation en entreprise	3133	30		0				2h	2h d'encadrement / étu
SFM2CA71	EC activité en entreprise				N				2h x 4gpes	
SFM2CA72	EC Préparation mémoire				N		56h			
SFM2CA73	EC Étude de cas en entreprise				N		16h			
<b>Total</b>			<b>60</b>	<b>6</b>						

Total heures maqueté	366 + 72	438	
Total heures formation/convention	366 + 72 + 27	465	Heures enseignements + temps de travail encadré + évaluations
Total heures facturables	366 + 72	438	Heures enseignements + temps de travail encadré
Total heures non mutualisées - dédoublement pr la FA uniquement	<b>196 heures</b>	438h - 30h (UE6) - 97h (UE5) - 52h (UE4) - 48h (UE3) - 15h (UE2)	

MASTER 2 PHYSIQUE  
Parcours RADIOPROTECTION

# *Apogée*

Université de Caen Normandie

Décomposition d'un diplôme

Centre : 100 Université de Caen Normandie

Demandeur : MAHOUKOU agnes.leblond@unicaen.fr

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	212	Master Physique		120 Crédits
VERSION ETAPE	PHY2M2	212	M2 Physique		60 Crédits

NIVEAU 1

LISTE		Statut		Type	Min	Max
PHY2M2	Master 2 Physique P. Radi	O		Obligatoire		
ELEMENT		Suspendu	Nature		Crédits	
SFM2RSU	Année M2 RP	N	O	Année		60

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	212	Master Physique		120 Crédits
VERSION ETAPE	PHY2M2	212	M2 Physique		60 Crédits

NIVEAU 2

ELEMENT		LISTE		Statut Type			Min	Max
SFM2RSU	Année M2 RP	SFM2RSU	AN	O	Obligatoire			
		ELEMENT		Suspendu	Nature		Crédits	
		SFM2R0	UE00-Remedial week	N	O	U.E		1
		SFM2R1	UE01-Basics on dosimetry	N	O	U.E		4
		SFM2R10	UE10-Profession organisat	N	O	U.E		20
		SFM2R2	UE02-Metrology, simulat	N	O	U.E		4
		SFM2R3	UE03-Risk and laws	N	O	U.E		4
		SFM2R4	UE04-Radiation protecti	N	O	U.E		6
		SFM2R5	UE05-Radiation protecti	N	O	U.E		5
		SFM2R6	UE06-Public Exposure	N	O	U.E		4
		SFM2R7	UE07-Visits and Com	N	O	U.E		3
		SFM2R8	UE08-Regulatory training	N	O	U.E		30
		SFM2R9	UE09-Case study project	N	O	U.E		

VERSION DIPLOME	MAPHYSI	212	Master Physique	120	Crédits
VERSION ETAPE	PHY2M2	212	M2 Physique	60	Crédits

DECOMPOSITION DU DIPLOME Master Physique

NIVEAU 3

ELEMENT		LISTE		Statut	Type	Min	Max
SFM2R0	UE00-Remedial week	SFM2R0	REMEDIAL WEEK	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R01	Computing science	N	O		E.C.
		SFM2R02	Mathematics	N	O		E.C.
		SFM2R03	Nuclear physics	N	O		E.C.
		SFM2R04	Interaction of ionising	N	O		E.C.
		SFM2R05	Detection	N	O		E.C.
		SFM2R06	Biology	N	O		E.C.
SFM2R1	UE01-Basics on dosimetry	SFM2R1	Basics on dosimetr	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R11	Dosimetry	N	O		E.C.
		SFM2R12	Radiation protection	N	O		E.C.
		SFM2R13	Biological effects	N	O		E.C.
SFM2R2	UE02-Metrology, simulat	SFM2R2	Metrology, simulat	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R21	Metrology	N	O		E.C.
		SFM2R22	Monte Carlo simulations	N	O		E.C.
		SFM2R23	Applied dosimetry	N	O		E.C.

SFM2R3

VERSION DIPLOME	MAPHYSI	212	Master Physique	120	Crédits
VERSION ETAPE	PHY2M2	212	M2 Physique	60	Crédits

DECOMPOSITION DU DIPLOME Master Physique

NIVEAU 3

ELEMENT		LISTE		Statut	Type	Min	Max
SFM2R3	UE03-Risk and laws	SFM2R3	Risk and laws	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R31	International laws	N	O	E.C.	
		SFM2R32	Risk management	N	O	E.C.	
		SFM2R33	Management of accidental	N	O	E.C.	
		SFM2R34	Radiation protection	N	O	E.C.	
SFM2R4	UE04-Radiation protecti	SFM2R4	Radiation protecti	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R41	External exposure	N	O	E.C.	
		SFM2R42	Internal exposure	N	O	E.C.	
		SFM2R43	Dosimetric monitoring	N	O	E.C.	
SFM2R5	UE05-Radiation protecti	SFM2R5	Radiation protecti	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R51	Organization & risk analy	N	O	E.C.	
		SFM2R52	Detailed applications	N	O	E.C.	
SFM2R6	UE06-Public Exposure	SFM2R6	Public Exposure	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R61	Natural radioactivity	N	O	E.C.	
		SFM2R62	Medical applications	N	O	E.C.	

		DECOMPOSITION DU DIPLOME	Master Physique	
VERSION DIPLOME	MAPHYSI	212	Master Physique	120 Crédits
VERSION ETAPE	PHY2M2	212	M2 Physique	60 Crédits

NIVEAU 3

ELEMENT		LISTE		Statut	Type	Min	Max
SFM2R7	UE07-Visits and Com	SFM2R7	Visits and Com	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R71	Communication	N	O	E.C.	
		SFM2R72	Visits of sites	N	O	E.C.	
SFM2R8	UE08-Regulatory training	SFM2R8	Regulatory training cours	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R81	Formation habilitante	N	O	E.C.	1
SFM2R9	UE09-Case study project	SFM2R9	Case study project	O	Obligatoire		
		ELEMENT		Suspendu	Nature		Crédits
		SFM2R91	Case study P - industry	N	O	E.C.	
		SFM2R92	Case study P - Medical	N	O	E.C.	
		SFM2R93	Case study P - Research c	N	O	E.C.	

		DECOMPOSITION DU DIPLOME		Master Physique	
VERSION DIPLOME	MAPHYSI	212	Master Physique		120 Crédits
VERSION ETAPE	PHY2M2	212	M2 Physique		60 Crédits

NIVEAU 4

ELEMENT	LISTE		Statut Type			Min	Max
SFM2R21	Metrology	SFM2R21	Metrology	O	Obligatoire		
		<u>ELEMENT</u>		Suspendu	Nature		Crédits
		SFM2R21M	Metrology	N	O	E.C.	

## 2022: PHY2M2 VET [212] Master 2 Physique P. Radiation Protection (RP)

Libellé	HCM	HTD	HSTAGE	HSORTIE	HEXT	Porté	HETD	
<b>Session unique</b>								
<b>UE 0 : Remedial week (45h)</b>		<b>35:00:00</b>			<b>30:00:00</b>	<b>0</b>	<b>65,00</b>	
EC Fondamentaux du langage python		10h x 1gpes				0	10,00	
EC Mathématiques		10h x 1gpes				0	10,00	
EC Physique nucléaire					10h x 1gpes	0	10,00	
EC Interaction des rayonnements ionisants avec la matière					10h x 1gpes	0	10,00	
EC Détecteurs de rayonnements ionisants					10h x 1gpes	0	10,00	
EC Biologie		10h x 1gpes				0	10,00	
EC Tableur (Excel, Libre Office, OpenOffice)		5h x 1gpes				0	5,00	
<b>UE 1: Basics on dosimetry and radiation protectio</b>	<b>36:00:00</b>	<b>16:00:00</b>				<b>0</b>	<b>70,00</b>	
EC Approche analytique de la dosimétrie	11h x 1gpes	11h x 1gpes				0	27,50	
EC Introduction à la radioprotection et aux risques prof	10h x 1gpes					0	15,00	
EC Dommages biologiques dus aux rayonnements	15h x 1gpes	5h x 1gpes				0	27,50	
<b>UE 2: Metrology, simulation and dose measurem</b>	<b>23:00:00</b>	<b>19:00:00</b>			<b>20:00:00</b>	<b>0</b>	<b>53,50</b>	
EC Métrologie	11h x 1gpes	11h x 1gpes				0	27,50	
EC Les bases de la simulation Monte Carlo	12h x 1gpes	8h x 1gpes				0	26,00	
EC Dosimétrie appliquée					20h x 0gpes	0		
<b>UE 3: Risk and laws (65h)</b>					<b>65:00:00</b>	<b>0</b>	<b>0,00</b>	
EC Réglementation internationale et application en France					15h x 0gpes	0		
EC Gestion du risque en milieu nucléaire					10h x 0gpes	0		
EC Gestion des situations accidentelles					20h x 0gpes	0		
EC Radioprotection & sûreté nucléaire					20h x 0gpes	0		
<b>UE 4: Radiation protection in professional enviro</b>					<b>100:00:00</b>	<b>0</b>	<b>0,00</b>	
EC Prévenir l'exposition externe par la simulation					60h x 0gpes	0		
EC Prévenir l'exposition interne					20h x 0gpes	0		
EC Surveillance et suivi dosimétrique					20h x 0gpes	0		
<b>UE 5: Radiation protection in professional enviro</b>	<b>20:00:00</b>	<b>10:00:00</b>			<b>40:00:00</b>	<b>0</b>	<b>40,00</b>	
EC Analyse des risques radiologiques et organisation de	20h x 1gpes	10h x 1gpes			10h x 0gpes	0	40,00	
EC Gestion pratique de la radioprotection					30h x 0gpes	0		
<b>UE 6: Public Exposure (50h)</b>	<b>30:00:00</b>	<b>05:00:00</b>			<b>15:00:00</b>	<b>0</b>	<b>50,00</b>	
EC Radioactivité naturelle et études radioécologiques e	5h x 1gpes				15h x 0gpes	0	7,50	
EC Applications médicales des rayonnements	25h x 1gpes	5h x 1gpes				0	42,50	
<b>UE7: Visits and Communication (60h)</b>	<b>10:00:00</b>	<b>10:00:00</b>		<b>20:00:00</b>	<b>20:00:00</b>	<b>0</b>	<b>38,32</b>	
EC Communication	10h x 1gpes	10h x 1gpes				0	25,00	
EC Visites de sites				20h x 1gpes	20h x 0gpes	0	13,32	
<b>UE 8 : Formations certifiantes (70h)</b>					<b>70:00:00</b>	<b>0</b>	<b>70,00</b>	
EC Formations certifiantes					70h x 0gpes	0	70,00	
	<b>119:00:00</b>	<b>95:00:00</b>	<b>0:00:00</b>	<b>20:00:00</b>	<b>360:00:00</b>			<b>594:00:00</b>
<b>UE 9 : Projets d'études de cas (120h)</b>		<b>36h</b>			<b>36h</b>	<b>0</b>	<b>36,00</b>	<b>06:00:00</b>
EC Secteur industriel		étudiants			étudiants	0	12,00	
EC Secteur médical		étudiants			étudiants	0	12,00	
EC Secteur recherche		étudiants			étudiants	0	12,00	
<b>UE 10 : Entreprise (24h)</b>			<b>36h</b>		<b>36h</b>	<b>0</b>	<b>12,00</b>	<b>06:00:00</b>
EC : Alternance			étudiants		étudiants	0	12,00	
							434,82	
								<b>606:00:00</b>





**A PRECISER**

règles de compensation (Cf. Guide des MCCC)  
 règles concernant le statut AJAC (cf. guides MCCC)  
 règles de prise en compte des absences aux épreuves  
 éventuelles règles de report de notes de la session 1 à la session 2 (cf. guide des MCCC)  
 En cas d'ECI: explication des modalités d'application de la seconde chance  
 autres remarques

**Modalités de compensation annuelle**  
 FI les étudiants doivent obtenir la note de 10/20 au semestre 1 et 10/20 au semestre 2.  
 FA les étudiants doivent obtenir la note de 10/20 à l'UE formation en entreprise et 10/20 à la moyenne de toutes les autres UE.  
 FI la durée du stage est de 4 mois minimum et de 6 mois maximum.  
 FI + FA Le coefficient de chaque unité d'enseignement correspond à son nombre d'ECTS.  
 FI + FA Les enseignants ont la possibilité de remplacer les épreuves écrites de session 2 par un oral lorsqu'il y a moins de 10 étudiants susceptibles de passer la session 2.

<b>EN LICENCE</b>
Pas de note éliminatoire
Une moyenne aux semestres attendue
pas de choix de notes finales entre les 2 sessions, c'est toujours la note de session 2 qui est retenue
Pas de renonciation lorsqu'une note est acquise

**4 CAS POSSIBLES :**

	<b>Hors ECI</b>	<b>session 1</b>	<b>session 2</b>
A/	CC	tout au long de l'année	CT
B/	CC + CT		CT
C/	CT	à l'issue du semestre	CT

**D/ ECI\* Evaluation continue intégrale**

Nombre suffisant d'évaluation tout au long du semestre pour permettre de bénéficier d'une seconde chance en cas de défaillance à l'une des épreuves  
 - Si ECI pour 1 UE = au moins 3 épreuves /semestre  
 Aucune épreuve >50 % de la note finale de l'UE

**\* 4 modes des calcul possibles dans l'ECI (session unique):**

- Exemple sur 3 notes : N1-N2 et N3 représente la seconde chance
- (1)  $(N1+N2)/2$  } Prise en compte de la meilleure des 2 notes
- $(N1+N2+N3)/3$  }
- (2)  $(N1+N2+N3)/3$  } Prise en compte de la meilleure des 2 notes
- N3 }
- (3) N1;N2;N3 Meilleures des 2 notes / 3
- (4) Autre formule à préciser Soumis à validation de la CFVU

Règle d'absence retenue (ABI - ABJ)

Composante 13 UFR des Sciences  
 Type de diplôme Master  
 Mention de diplôme MAPHYS3  
 Version d'étape PHY2M2\_212

Régulier : oui / non ?  
 Régime spécial : oui / non ?  
 Erasmus : oui / non ?  
 Enseignement à distance : oui / non ?

Liste : O = obligatoire / X = à choix / F = facultative  
 Crédits ECTS : crédits ECTS de l'UE et de l'élément constitutif le cas échéant  
 Nature : préciser écrit / oral / pratique / assiduité ou combinaison de ces natures, à l'exclusion de tout autre terme  
 Part CC ou CT : préciser la part de l'épreuve dans la note finale de l'UE ou de l'élément constitutif  
 NB : en session 2, si la part du CT est inférieure à 100%, définir les modalités de report de notes de CC de la 1ère session.  
 Coefficient : coefficient de l'UE et de l'élément constitutif le cas échéant

Semestre	UE	Liste	EC	Libellé	Crédits ECTS	VET porteuse	Le cas échéant, ÉQUIVALENCE UE AOF et EC AOF si porteur de crédits	Évaluation continue intégrale		SESSION 1				SESSION 2			Coefficient	Remarques éventuelles		
								Nature (écrit / oral / pratique / assiduité)	Nombre d'épreuves envisagées (3 min, sauf dérogation pour EC de 20h ou moins : 2 min)	Mode de calcul de la moyenne (voir l'onglet prévisions) Préciser mode (1), (2), (3) ou (4)	Contrôle continu		Contrôle terminal		Contrôle terminal					
											Nature (écrit / oral / pratique / assiduité)	Nombre d'épreuves envisagées (2 minimum)	Part CC (écrit / oral / pratique)	Durée	Part CT (écrit / oral / pratique)	Durée			Part CT	
	SFM2R0			UE0 - Consolidation des savoirs fondamentaux	1												1			
	SFM2R0	O	SFM2R01	Fondamentaux du langage python		PHY2M2_212		Assiduité												
	SFM2R0	O	SFM2R02	Mathématiques		PHY2M2_212		Assiduité												
	SFM2R0	O	SFM2R03	Physique nucléaire		PHY2M2_212		Assiduité												
	SFM2R0	O	SFM2R04	Interaction des rayonnements ionisants avec la matière		PHY2M2_212		Assiduité												
	SFM2R0	O	SFM2R05	Détecteurs de rayonnements ionisants		PHY2M2_212		Assiduité												
	SFM2R0	O	SFM2R06	Biologie		PHY2M2_212		Assiduité												
	SFM2R0	O	SFM2R07	Tableur (Excel, Libre Office, OpenOffice)		PHY2M2_212		Assiduité												
	SFM2R1			UE1 - Bases de radioprotection et de dosimétrie	4				4									4	compensation avec l'UE 2	
	SFM2R1	O	SFM2R11	Approche analytique de la dosimétrie		PHY2M2_212		écrit	1										0.4	
	SFM2R1	O	SFM2R12	Introduction à la radioprotection et aux risques professionnels		PHY2M2_212		écrit	1										0.2	
	SFM2R1	O	SFM2R13	Domages biologiques dus aux rayonnements		PHY2M2_212		écrit	1										0.4	
	SFM2R2			UE2 - Métrologie, simulation et dosimétrie appliquée	4				4										4	compensation avec l'UE 1
	SFM2R2	O	SFM2R21	Métrologie		PHY2M2_212		écrit	1										1/3.	
	SFM2R2	O	SFM2R22	Les bases de la simulation Monte Carlo		PHY2M2_212		TP noté	1										1/3.	
	SFM2R2	O	SFM2R23	Dosimétrie appliquée		PHY2M2_212		écrit	1										1/3.	
	SFM2R3			UE3 - Réglementation et gestion des risques	4				4										4	
	SFM2R3	O	SFM2R31	Réglementation internationale et application en France		PHY2M2_212		écrit	1										1/6.	
	SFM2R3	O	SFM2R32	Gestion du risque en milieu nucléaire		PHY2M2_212		écrit	1										1/6.	
	SFM2R3	O	SFM2R33	Gestion des situations accidentelles		PHY2M2_212		écrit	1										1/3.	
	SFM2R3	O	SFM2R34	Radioprotection & sûreté nucléaire		PHY2M2_212		écrit	1										1/3.	
	SFM2R4			UE4 - Radioprotection dans le milieu professionnel : aspects techniques	6				4										6	compensation avec l'UE 5
	SFM2R4	O	SFM2R41	Prévenir l'exposition externe par la simulation		PHY2M2_212		TPs notés	5										1/2.	
	SFM2R4	O	SFM2R42	Prévenir l'exposition interne		PHY2M2_212		écrit	1										1/4.	
	SFM2R4	O	SFM2R43	Surveillance et suivi dosimétrique		PHY2M2_212		écrit	1										1/4.	
	SFM2R5			UE5 - Radioprotection dans le milieu professionnel : aspects pratiques	5														5	compensation avec l'UE 4
	SFM2R5	O	SFM2R51	Analyse des risques radiologiques et organisation des parades		PHY2M2_212		écrit	4	4									1/2.	
	SFM2R5	O	SFM2R52	Gestion pratique de la radioprotection		PHY2M2_212		écrit + TP	3										1/2.	
	SFM2R6			UE6 - Exposition du public	4				4										4	
	SFM2R6	O	SFM2R61	Radioactivité naturelle et études radioécologiques en environnement		PHY2M2_212		écrit	1										1/2.	
	SFM2R6	O	SFM2R62	Applications médicales des rayonnements		PHY2M2_212		écrit	2										1/2.	
	SFM2R7			UE7 - Visites et Communication	3				4										3	
	SFM2R7	O	SFM2R71	Communication		PHY2M2_212		écrit	1										1/2.	
	SFM2R7	O	SFM2R72	Visites de sites		PHY2M2_212		Oral	2										1/2.	
	SFM2R8			UE8 - Formations certifiantes	1														1	
	SFM2R8	O	SFM2R81	Formations certifiantes		PHY2M2_212		Assiduité												
	SFM2R9			UE9 - Projets d'études de cas	8				4										8	compensation avec l'UE 10
	SFM2R9	O	SFM2R91	Secteur industrie		PHY2M2_212		Rapport + Oral	2										1/3.	Un rapport de fin de projet + une soutenance orale devant jury
	SFM2R9	O	SFM2R92	Secteur médical		PHY2M2_212		Rapport + Oral	2										1/3.	Un rapport de fin de projet + une soutenance orale devant jury
	SFM2R9	O	SFM2R93	Secteur recherche		PHY2M2_212		rapport	1										1/3.	Un rapport de fin de projet unique
	SFM2R10			UE10 - Entreprise	20				4										20	compensation avec l'UE 9
	SFM2R10	O	SFM2R10	Entreprise		PHY2M2_212		mémoire + Oral	2										1	Un mémoire de fin de projet + une soutenance orale devant jury

A PRECISER  
 règles de compensation (Cf. Guide des MCCC)  
 règles concernant le statut AJAC (cf. guides MCCC)  
 règles de prise en compte des absences aux épreuves  
 éventuelles règles de report de notes de la session 1 à la session 2 (cf. guide des MCCC)  
 En cas d'ECI: explication des modalités d'application de la seconde chance  
 autres remarques

**MODE DE CALCUL - ECI**  
**Le mode de calcul choisi pour l'ECI est le mode 4 :**  
**\*\* Pour les EC avec plusieurs épreuves, la note finale de l'EC et la moyenne arithmétique de l'ensemble des épreuves.**  
**\*\* La note finale de l'UE est la moyenne pondérée par les coefficients des notes de chaque EC.**

**Seconde chance :**  
**\*\* La seconde chance est contenue dans l'évaluation étant donné qu'un minimum de 3 épreuves sont proposées pour chaque UE.**  
**\*\* Dans le cas d'une absence justifiée à une épreuve, une épreuve de substitution sera organisée dans le cadre de la seconde chance.**

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**Compensation par bloc de compétences = uniquement entre :**  
**Les UE 1 et 2**  
**Les UE 4 et 5**  
**Les UE 9 et 10**

<b>EN LICENCE</b>
Pas de note éliminatoire
Une moyenne aux semestres attendue
pas de choix de notes finales entre les 2 sessions, c'est toujours la note de session 2 qui est retenue
Pas de renonciation lorsqu'une note est acquise

**4 CAS POSSIBLES :**

**Hors ECI**

	session 1	session 2
A/	CC tout au long de l'année	CT
B/	CC + CT	CT
C/	CT à l'issue du semestre	CT

D/ **ECI\*** **Evaluation continue intégrale**

Nombre suffisant d'évaluation tout au long du semestre pour permettre de bénéficier

d'une seconde chance en cas de défaillance à l'une des épreuves

- Si ECI pour 1 UE = au moins 3 épreuves /semestre

Aucune épreuve >50 % de la note finale de l'UE

**\* 4 modes des calcul possibles dans l'ECI (session unique) :**

- Exemple sur 3 notes : N1-N2 et N3 représente la seconde chance
- (1)  $(N1+N2)/2$  } Prise en compte de la meilleure des 2 notes
  - $(N1+N2+N3)/3$  }
  - (2)  $(N1+N2+N3)/3$  } Prise en compte de la meilleure des 2 notes
  - N3 }
  - (3) N1;N2;N3 Meilleures des 2 notes / 3
  - (4) Autre formule à préciser Soumis à validation de la CFVU

Règle d'absence retenue (ABI - ABJ)

Composante	Mention	Parcours	Pour rappel - COL (Capacité offerte limitée; nombre de places proposées via la plateforme Mon Master) en M1 rentrée 2025	Pour rappel - Capacité d'accueil globale - CAL - en M1 dans la mention ou dans le parcours (candidats néo-entrants + candidats internationaux + redoublants) rentrée 2025	Effectifs inscrits 2025 (extraction au 26/09/2025)	Nombre de candidatures finalisées via Mon Master rentrée 2026	Nombre de candidatures classées via Mon Master rentrée 2026	COL (Capacité offerte limitée; nombre de places proposées via la plateforme Mon Master) en M1 rentrée 2026	Capacité d'accueil globale - CAL - en M1 dans la mention ou dans le parcours (candidats néo-entrants + candidats internationaux + redoublants) rentrée 2026	Modalités de sélection (bousier et/ou entretien, prérequis, concours, ...)  Recrutement sur dossier ou Recrutement sur entretien ou Recrutement sur dossier puis entretien pour l'ensemble des candidats ou Recrutement sur dossier puis entretien pour les seuls candidats retenus à l'issue de la première étape	Mentions de Licences, Licences professionnelles ou BUT conseillées pour intégrer le Master	Attendus: l'ensemble des connaissances et compétences requises pour réussir dans cette formation	Éléments pris en considération lors : De l'examen du dossier De l'entretien
LVE	Langues étrangères appliquées	Dapert en projet européen au service du développement local	25	22	19	202	167	25	22	Recrutement sur dossier	Licence LEA, Licence LLCEI, Licence Géographie, Licence Gestion, Licence Économie, Licence Humaines, Licence Histoire, Licence Droit, Licence ADE, Licence Sociologie	* Posséder des compétences qui entraineront en jeu dans l'élaboration et le suivi de projets (communication, organisation, veille informatique, gestion...) * Posséder un niveau suffisant en anglais et dans une des LVE proposées par la formation : allemand, espagnol, italien ou russe. Niveau exigé : B2 * Posséder un niveau C1 de français pour les étudiants originaires d'un pays non francophone (TCF, DELF ou DALF)	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.
LVE	Langues étrangères appliquées	Développement durable : stratégies de concertation et de communication	25	22	16	220	85	25	22	Recrutement sur dossier	Licence LEA, Licence LLCEI, Licence Géographie, Licence Gestion, Licence Économie, Licence Humaines, Licence Histoire, Licence Droit, Licence ADE, Licence Sociologie	* Posséder des compétences qui entraineront en jeu dans l'élaboration et le suivi de projets (communication, organisation, veille informatique, gestion...) * Posséder un niveau suffisant en anglais et dans une des LVE proposées par la formation : allemand, espagnol, italien ou russe. Niveau exigé : B2 * Posséder un niveau C1 de français pour les étudiants originaires d'un pays non francophone (TCF, DELF ou DALF)	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.
LVE	Langues étrangères appliquées	Implantation des entreprises à l'international	25	22	21	353	143	25	22	Recrutement sur dossier	Licence LEA, Licence Gestion, Licence Économie, Licence Droit	* Posséder des compétences qui entraineront en jeu dans l'élaboration et le suivi de projets (communication, organisation, veille informatique, gestion...) * Posséder un niveau suffisant en anglais et dans une des LVE proposées par la formation : allemand, espagnol, italien ou russe. Niveau exigé : B2 * Posséder un niveau C1 de français pour les étudiants originaires d'un pays non francophone (TCF, DELF ou DALF)	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.
LVE	Traduction et interprétation	Traduction spécialisée et localisation	21	24	22	109	88	21	24	Recrutement sur dossier	LLCEI ou LEA	Pouvoir démontrer à travers des cursus antérieurs, bulletins de notes et / ou certification d'avoir le niveau C2 en français, le niveau C1 en anglais et le niveau B2 dans une troisième langue à choisir parmi russe ou espagnol ou italien ou allemand; montrer une réelle connaissance des enjeux de la traduction professionnelle et un intérêt actif pour les métiers de la traduction.	L'accès en 1e année de Master s'opère de façon sélective. La commission examine le dossier pour vérifier si le cursus antérieur et la motivation du candidat sont en adéquation avec les exigences de la formation. Examen sur dossier: contenu et qualité du cursus antérieur, CV, lettre de motivation en français, DELC de langue et / ou de traduction dans les deux langues étrangères, entretien téléphonique si besoin.

LVE	Langues, littératures et civilisations étrangères et régionales	Etudes culturelles Littérature / Civilisation	50	50	42	325	192	70	70	Recrutement sur dossier	Licence LLCEr	Avoir des capacités organisationnelles et méthodologiques ; Avoir des capacités à problématiser, analyser, synthétiser ; Faire preuve de qualités rédactionnelles en français et en LVE (équivalent du niveau C1 en français et en LVE). Avoir une expression orale de qualité en français et en LVE.	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.
LVE	Langues, littératures et civilisations étrangères et régionales	Etudes culturelles Littérature / Civilisation LAD	30	30	18	215	80	30	30	Recrutement sur dossier	Licence LLCEr	Avoir des capacités organisationnelles et méthodologiques ; Avoir des capacités à problématiser, analyser, synthétiser ; Faire preuve de qualités rédactionnelles en français et en anglais (équivalent du niveau C1 dans ces deux langues). Avoir une expression orale de qualité en français et en anglais. Attention : l'anglais est la seule langue proposée dans la formation à distance.	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.
LVE	Langues, littératures et civilisations étrangères et régionales	Linguistiques multilingues (anglais, russe, langues nordiques, espagnol, allemand, italien)	18	20	12	62	42	18	20	Recrutement sur dossier	Licence LLCEr Licence Sciences du Langage	Comprendre et se servir aisément des différents registres d'expressions écrites et orales de la langue française ainsi que de la langue étudiée. Maîtriser les outils linguistiques permettant une communication et une compréhension de toute forme de discours dans différents contextes, en français et dans la langue étudiée. Analyser la production orale de locuteur natif des points de vue phonologique et phonétique. Communiquer, analyser et argumenter avec esprit critique, par oral et par écrit, en français et dans la langue étudiée. Mobiliser les concepts linguistiques afférents à la langue étudiée. <del>Mettre en œuvre les productions écrites et orales de qualité.</del> <del>Maîtriser les différents aspects de la langue étudiée.</del> <del>Maîtriser les aspects culturels de la langue étudiée.</del> Prendre du recul face à une situation. <del>Maîtriser les aspects culturels de la langue étudiée.</del> <del>Maîtriser les aspects culturels de la langue étudiée.</del> Analyser et synthétiser des données en vue de leur exploitation. Travailler en équipe et en réseau ainsi qu'en autonomie et	La commission pédagogique appréciera les résultats antérieurs du candidat et l'adéquation de son cursus avec la formation souhaitée. La commission pédagogique appréciera la motivation du candidat et l'adéquation de la formation souhaitée à son projet.

UPR	Département	Année	Catégories	Institué de l'action	Description de l'action	Quels sont les objectifs de cette action ?	Pourquoi cette action est-elle mise en place ?	Nom de la formation concernée	Disciplines concernées (matières fondamentales ou diplômées, méthodologie...)	Semestre concerné	Profil étudiant	Nombre de groupe d'étudiants attendus par action	Nombre d'étudiants par groupe	Effectif total attendu par action	L'action est assurée par un enseignant, un étudiant, autre (préciser)	L'action bénéficie-t-elle d'un autre financement (type NCU) ?	Volume horaire par semestre (H4cTD)	Nombre total d'heures par action (H4cTD)	Montant en euros	CfE du 20 janvier 2025
HSS	Arts du spectacle	L1	TUTORAT	Tutorat	Tutorat (- Séances de révision des examens du S1 et S2 des cours magistraux « Histoire, mise en scène et dramaturgie » du Théâtre et du Cinéma. Rendez-vous de travail en bibliothèque. Organisation de moments d'échanges inter-promotions. Présence active aux JPO. Présence et soutien à l'organisation des présentations de TD et TP de fin de S2.)	Aide à la préparation des examens dans les matières fondamentales. Aide à l'insertion dans les études (travail en bibliothèque, familiarisation avec les institutions culturelles à fréquenter dans le cadre des cours). Faciliter le dialogue inter-promo pour éclairer les choix d'orientation. Aide à la présentation du diplôme lors de la JPO. Aide aux actions de remédiation organisées par les enseignements de TD et de TP.	Les L1 mettent du temps avant de trouver leurs marques dans l'université et au sein de leur parcours d'étude. Souvent, ils ne sentent à l'aise et pleinement engagés dans leurs études qu'à partir du milieu du S2. Nous souhaitons réduire ce temps d'adaptation afin que la mise au travail dans un contexte serein intervienne plus tôt dans l'année.	L1 Arts du spectacle.	Un tutorat, mis en scène et dramaturgie du théâtre et de l'CM Histoire, mise en scène et dramaturgie du cinéma L2-L3 TD Dramaturgie, TP Jeu de	Étalement sur l'année	Étudiant	1	30	30	Tuteur (étudiant ou étudiante de Master)	Non	50	100	2 900,00 €	
HSS	Arts du spectacle	L1	AUTRE	Remédiation par le croisement disciplinaire	Présentation par et aux étudiants, hors les murs de la classe de cours, de travaux réalisés dans les ateliers de pratique artistique afin de leur faire découvrir et de créer des ponts entre les enseignements ainsi qu'un synergisme de promotion.	Aider les étudiants à faire des liens entre les différents cours en organisant des événements qui leur permettent d'articuler les différents contenus.	La pratique est peu présente en L1 malgré la forte attente de la part des étudiants, à cause des effectifs très élevés. Il s'agit de mettre en valeur la part de pratique qui est malgré tout proposée et de donner à voir, dans la même journée les travaux réalisés par les autres promotions pour donner des perspectives aux étudiants de L1 et éclairer leur choix d'orientation en L2 et L3.	L1 Arts du spectacle	TP Théâtre et cinéma + TD Dramaturgie du S2	S2	Étudiant.e.s	1	250	250	Étudiant.e.s	Non	10	10	290,30 €	
HSS	Arts du spectacle	L2-L3	TUTORAT	Tutorat	Tutorat (- Séances de révision des examens du S1 et S2 des cours magistraux « Histoire, mise en scène et dramaturgie » du Théâtre et du Cinéma. Rendez-vous de travail en bibliothèque. Organisation de moments d'échanges inter-promotions. Présence active aux JPO. Présence et soutien à l'organisation des présentations de TD et TP de fin de S2.)	Aide à la préparation des examens dans les matières fondamentales. Aide à l'insertion dans les études (travail en bibliothèque, familiarisation avec les institutions culturelles à fréquenter dans le cadre des cours). Faciliter le dialogue inter-promo pour éclairer les choix d'orientation. Aide à la présentation du diplôme lors de la JPO. Aide aux actions de remédiation organisées par les enseignements de TP.	La L2 et la L3 sont des années plus soutennues, avec beaucoup de TP et des choix d'orientation importants. Nous constatons d'importantes périodes de doute en particulier à la fin du S1. Nous souhaitons accompagner les étudiants dans ces passages parfois difficiles en facilitant le dialogue inter promotionnel et en les soutenant dans la préparation aux examens.	L2 et L3 Arts du spectacle (Théâtre et cinéma)	TP pluridisciplinaires. Cours magistraux disciplinaires.	Étalement sur l'année	Tuteur (étudiant ou étudiante de Master)	2	30	60	Tuteur (étudiant ou étudiante de Master)	Non	100	200	5 800,00 €	
HSS	Arts du spectacle	L2-L3	AUTRE	Remédiation par le croisement disciplinaire	Coordination les uns de la présentation par et aux étudiants, hors les murs de la classe de cours, de travaux réalisés dans les ateliers de pratique artistique afin de leur faire découvrir et de créer des ponts entre les enseignements ainsi qu'un synergisme de promotion.	Aider les étudiants à faire des liens entre les différents cours en organisant des événements qui leur permettent d'articuler les différents contenus.	La pratique est très présente en L2 et L3 et caractérisée par les croisements disciplinaires. Cependant, il faut créer un cadre commun, durable et de qualité, pour la coordination et la réalisation des travaux de TP, de préférence en présence de personnes cultuelles. Il s'agit de mettre en valeur la part de pratique dans la formation et de donner à voir, dans la même journée les travaux réalisés par les autres promotions pour valoriser l'investissement des étudiants et éclairer leur choix d'orientation.	L2 et L3 Arts du spectacle (Théâtre et cinéma)	TP théâtre et cinéma	Étalement sur l'année	Étudiant.e.s	8	25	200	Étudiant.e.s	Non	5	10	290,30 €	
HSS	Arts du spectacle	L2-L3	AUTRE	Remédiation pour améliorer la pratique, en facilitant l'usage du matériel et des outils techniques	Coordination des actions permettant aux étudiants et aux étudiantes de s'approprier les outils techniques nécessaires aux travaux pratiques.	Aider les étudiants à s'approprier les outils techniques nécessaires aux travaux pratiques.	La pratique est très présente en L2 et L3 et caractérisée par les croisements disciplinaires. Elle repose sur la manipulation de matériel technique varié, la remédiation vise à faciliter la mise à disposition et l'utilisation de ce matériel par les étudiants en vue d'une meilleure réussite dans les TP.	L2 et L3 Arts du spectacle (Théâtre et cinéma)	TP théâtre et cinéma	Étalement sur l'année	Étudiant.e.s	8	25	200	Étudiant.e.s	Non	10	20	580,60 €	
HSS	Arts du spectacle	L2-L3	AUTRE	Transmission et projection	Transmission et projection	Montage d'un concours de courts-métrages mêlant étudiants de différentes promotions à des postes variés (communication, jeu, réalisation...). Aide à la participation à des concours ou des manifestations extérieures (théâtre)	Favoriser la transmission des savoirs faire et des expériences entre les L1 et les L2 en organisant des présentations des travaux, interventions croisées, rencontres avec d'autres étudiants.e.s	L2 et L3 Arts du spectacle, Théâtre et cinéma	Toutes	Étalement sur l'année	Tout.e.s	1	1	200	2 étudiants	Non	60	120	3 480,00 €	
HSS	Histoire	L1	TEST DE POSITIONNEMENT	Tests de positionnement	Tests de positionnement	En anglais : répartir les étudiants par groupes de niveau	Constat de hétérogénéité des niveaux et de la variété des parcours à l'entrée en L1 Histoire + difficulté à repérer tous les profils nécessitant un accompagnement sur Parcoursup	L1 Histoire	Méthodologie, UE fondamentales d'histoire, anglais, expression française	S1	Responsables pédagogiques + enseignant en anglais	1	350	350		0	0	0,00 €		
HSS	Histoire	L1	TUTORAT	Tutorat	Séances de tutorat assurées par un étudiant de master auprès des étudiants de tous les niveaux de L1 en complément des heures à destination des étudiants OUI SI : aide à l'organisation du travail universitaire, conseils pour la recherche bibliographique, aide à la révision des examens, animation d'une page E-Campus dédiée et d'ateliers via Objectif Réussite	Poursuite du travail engagé en L1 ; suivi des étudiants en réorientation entre la L1 et la L2	Constat de difficultés importantes chez certains étudiants ; besoins variés en fonction des profils ; suivi des étudiants en réorientation entre la L1 ; très forte demande des étudiants (et demande croissante).	L1 Histoire	Méthodologie, UE fondamentales d'histoire	Étalement sur l'année	2 étudiants de master en histoire	80	80		100 (50h par tuteur + 2) (l'augmentation ici n'en est pas réellement une et correspond à un redéploiement de moyens pour mieux coller aux besoins identifiés, cf. bilan)	200	5 800,00 €			
HSS	Histoire	L1 OUI-SI	TUTORAT	TUTORAT & DIRECTION D'ETUDES	Séances de tutorat assurées par un étudiant de master auprès des étudiants de tous les niveaux de L1 en complément des heures à destination des étudiants OUI SI : aide à l'organisation du travail universitaire, conseils pour la recherche bibliographique, aide à la révision des examens, animation d'une page E-Campus dédiée et d'ateliers via Objectif Réussite	Suivi individualisé des étudiants fragiles, pour permettre un renforcement méthodologique	Public diversifié de la Licence d'histoire (étudiants venant de baccalauréats technologiques ou professionnels) ; nécessité de remises à niveau méthodologique.	L1 Histoire	UE fondamentales d'histoire, méthodologie	Étalement sur l'année	un étudiant de master d'histoire	80	80		non	50	100	2 900,00 €		
HSS	Histoire	L2-L3	TUTORAT	TUTORAT	Séances de tutorat assurées par un étudiant de master auprès des étudiants de L2 et L3 : aide à l'organisation du travail universitaire, conseils pour la recherche bibliographique, aide à la révision des examens, animation d'une page E-Campus dédiée et d'ateliers via Objectif Réussite.	Poursuite du travail engagé en L1. Accompagnement des étudiants en réorientation ou arrivées spécifiques (Etudes en France par ex)	Constat de difficultés persistantes chez certains étudiants de L2 ; suivi des étudiants en réorientation entre la L1 et la L2	L2 et L3 Histoire	Méthodologie, UE fondamentales d'histoire	Étalement sur l'année	2 étudiants de master Histoire	70	70		non	100 MAIS MEME TUTEURS QUE POUR LES L1 QUI SE REPARTISSENT LA CHARGE DONC COUT DE DANS CETTE LIGNE	200 MAIS MEME TUTEURS QUE POUR LES L1 QUI SE REPARTISSENT LA CHARGE DONC COUT DE DANS CETTE LIGNE	0,00 €		
HSS	Histoire	L2-L3	REMEDIAN	Diagnostic et remédiation en expression écrite en L2	Obligation pour tous les L2 Histoire de passer la certification Ecriv et TD / semestre pour les étudiants nécessitant un accompagnement (22h / semestre avec enseignant + 12h semestre de travail individuel).	-Valoriser les compétences des étudiants de la Licence d'histoire en matière d'expression écrite à travers l'obtention de la certification -Repérer de façon systématique les étudiants en difficulté et les accompagner	-Valoriser les compétences des étudiants de la Licence d'histoire en matière d'expression écrite à travers l'obtention de la certification -Repérer de façon systématique les étudiants en difficulté et les accompagner	L2 Histoire	Méthodologie, compétences transversales rédactionnelles	S3 et S4	tuteur Ecriv ou chargé de cours Ecriv	1 TD par semestre	20-25	40-50	?	12	24	696,72 €		
HSS	Humanités	L1	TUTORAT	tutorat	Répétition d'exercices, aide à la mémorisation, reprise d'explications données en cours			L1 Humanités	latin, grec		un étudiant de Master	selon la demande des étudiants, pas plus de 5			non	20h sur l'année, à répartir selon la demande des étudiants	10h en latin, 10h en grec	580,60 €		
HSS	Humanités	L2-L3	AUTRE	stage de mise à niveau en pratique numérique	En de "stage" de mise à niveau en pratique numérique pour l'entrée en L2 des étudiants en réorientation venant d'autres cursus de l'université, d'autres formations ou de classes préparatoires. Ce "stage" est également ouvert aux L1 de la Licence Humanités qui souhaitent réviser des bases utiles pour la reprise en L2.				enseignants d'informatique intervenant dans la formation en L1/L2	non	6h	6	260,88 €							
HSS	Lettres	L1	REVISIONS	Préparation aux examens	Séances de révision à distance pendant la semaine dédiée	améliorer les résultats de la seconde session	demande des étudiants / Préparation aux examens/ Conseils méthodologiques	L1 Lettres	Disciplines L 2, 3, 4, 7, 8	S1 & S2	enseignant	1	30	30	non	6h CM, soit 3h eq.TD	9	inclus dans la maquette d'enseignement		
HSS	Lettres	L1 OUI-SI	MOOC	Parcours "oui si"	Suivi d'un MOOC de remédiation en orthographe	Améliorer l'expression écrite des étudiants	L'action vise les profils les plus fragiles repérés sur parcourcup	Parcours "oui si"	Méthodologie	S1	Responsable L1	1	15	15	Non	13	13	565,24 €		
HSS	Philosophie	L1	TUTORAT	Méthodologie	Pratique des exercices fondamentaux de la discipline : méthode de dissertation et d'explication de texte	Travailler les fondamentaux des exercices type de la discipline : étude des textes, problématisation et plans de dissertation	Difficultés de compréhension et d'acquisition des exigences méthodologiques	L1 philosophie	Méthodologie	Étalement sur l'année	étudiant	1	50	25	Non	12	24	696,72 €		
HSS	Philosophie	L1	TUTORAT	tutorat et accompagnement des devoirs	Aide à l'apprentissage des cours et à la rédaction des exercices	Aide à la préparation des examens dans les matières fondamentales. Aide à l'insertion dans les études (travail en bibliothèque), familiarisation avec les institutions culturelles à fréquenter dans le cadre des cours.	Difficultés à s'approprier les contenus de cours, les lectures faites en cours ou à faire	L1 Philosophie	Tutorat et aide aux devoirs et exercices	Étalement sur l'année	étudiant	1	50	25	non	21 12 heures au semestre 1 9 heures au semestre 2	21	609,63 €		
HSS	Philosophie	L1	TUTORAT	Orthographe et compétences rédactionnelles	Remédiation orthographique et rédactionnelle	Rappel, voire apprentissage de règles grammaticales, orthographe et syntaxique	Remédier à des lacunes importantes en la matière	L1 philosophie	Orthographe et compétences rédactionnelles	Étalement sur l'année	étudiant	1	50	25	Non	24	48	1 393,44 €		
HSS	Sciences de l'éducation	L1	TUTORAT	Tutorat	Participation sous forme de volontariat de l'étudiant.e.s.	Appropriation des méthodes de travail étudiantes	Besoins constatés d'un accompagnement méthodologique	L1 Sciences de l'éducation	UE transversales	Étalement sur l'année	4 tuteurs étudiants	24	48	1 393,44 €						
HSS	Sciences de l'éducation	L1	MOOC	Remédiation en expression écrite	Participation sous forme de volontariat de l'étudiant.e.s.	12h de cours à distance : Remédiation en orthographe lexicale, grammaticale, ainsi que les formes verbales.	Besoins constatés en expressions écrite	L1 Sciences de l'éducation	UE transversales	Étalement sur l'année	Fun Mooc	12	12	gratuit						
HSS	Sciences de l'éducation	L1 OUI-SI	TUTORAT	Tutorat	Accompagnement individualisé d'au moins 6h/année	Appropriation des méthodes de travail étudiantes	Besoins constatés d'un accompagnement méthodologique	L1 Sciences de l'éducation	UE transversales	Étalement sur l'année	4 tuteurs étudiants	24	48	1 393,44 €						
HSS	Sciences de l'éducation	L1 OUI-SI	MOOC	Remédiation en expression écrite	12h de cours à distance	Remédiation en orthographe lexicale, grammaticale, ainsi que les formes verbales.	Besoins constatés en expressions écrite	L1 Sciences de l'éducation	UE transversales	Étalement sur l'année	Directeur des études	12	12	0,00 €						
HSS	Sciences du langage	L1 OUI-SI	TUTORAT	Tutorat	Séances de tutorat assurées par un étudiant de master auprès des étudiants de L1 fragiles : aide à l'organisation du travail universitaire, conseils pour la recherche bibliographique, aide à la révision des examens			L1 Sciences du langage	matières fondamentales du diplôme	Étalement sur l'année	étudiant	1	5	5	non	10h	20	580,60 €		
HSS	Sciences du langage	L2-L3	TUTORAT	Tutorat	Séances de tutorat assurées par un étudiant de master auprès des étudiants : aide à l'organisation du travail universitaire, conseils pour la recherche bibliographique, aide à la révision des examens.			L2 Sciences du langage	matières fondamentales du diplôme	Étalement sur l'année	étudiant	1	5	5	non	10h	20	580,60 €		
HSS	Sociologie	L1	TUTORAT	Tutorat pour les L1	Soutien des étudiants en difficulté, accueil et suivi des étudiants.	Aide pédagogique ; aide à la préparation des contrôles continus et terminaux ; soutien aux étudiants étrangers.	L'accompagnement par un pair facilite l'appropriation des attentes exprimées par les enseignants.e.s.	Licence de sociologie	Sociologie	Étalement sur l'année	Un étudiant			50				0,00 €		
HSS	Sociologie	L1 OUI-SI	TUTORAT	Tutorat pour les "Oui si"	Les étudiants.e.s concernés.e.s doivent se rendre aux séances de tutorat (8 à 12h obligatoires pour chaque semestre) afin de bénéficier du suivi d'un.e étudiant.e inscrit.e en master dont le rôle est d'assurer un suivi personnalisé.	Aide pédagogique ; aide à la préparation des contrôles continus et terminaux ; suivi régulier du parcours.	L'accompagnement par un pair facilite l'appropriation des attentes exprimées par les enseignants.e.s.	Licence de sociologie	Sociologie	Étalement sur l'année	Un étudiant tuteur ou une étudiante tutrice	60	60	Non	48	96	2 786,88 €			
HSS	Sociologie	L1 OUI-SI	REMEDIAN	Remédiation pour les étudiants "oui si" de sociologie	L'enseignant propose un cours de remédiation permettant aux étudiant.e.s de combler leurs lacunes et d'améliorer leurs écrits, par des exercices de rédaction en classe (jeux et questions ouvertes) et des exercices en lignes sur la plateforme écrits.	L'objectif est que penneurs aux étudiants.e.s s'auto-assistent un niveau satisfaisant à l'écrit. La pratique d'écrits courts structurés doit leur permettre d'acquies des méthodes de rédaction, des réflexions d'analyse et une approche plus mûre de la langue écrite, afin de produire des écrits conformes aux exigences universitaires. L'utilisation régulière, volontaire, de la plateforme d'écriture permet de travailler les compétences de rédaction, de structuration et de réflexion critique.	De nombreux étudiants.e.s n'ont pas intégré, lorsque s'inscrivent en première année, quels sont les exigences, les codes et les critères d'évaluation ayant cours à l'université, pour ce qui concerne l'expression écrite. De très grosses lacunes en orthographe chez de nombreux étudiants et de nombreuses étudiantes révèlent que l'habitus libéralien n'est pas encore acquis, que le sens des attentes académiques n'est pas bien compris. Afin de combler ces lacunes qui		En complément d'initiation aux Méthodes Universitaires (MU)	Étalement sur l'année	Enseignant de Lettres modernes, contractuel, recruté par l'UPR HSS	12	24	1 043,52 €						

HSS	Sociologie	L2-L3	TUTORAT	Tutorat en sociologie pour les L2 et L3	Soutien des étudiants en difficulté, accueil et suivi des étudiants nouveaux entrants, information et accompagnement des L3 pour les candidatures en master	Aide pédagogique ; aide à la préparation des contrôles continus et terminaux ; soutien aux étudiants étrangers ; aide à la formalisation des projets de recherche pour l'entrée en Master	L'accompagnement par un pair facilite l'appropriation des attentes exprimées par les enseignants-e-l	Licence de sociologie	Sociologie	Étalement sur l'année				50	Un étudiant ou une étudiante	36,5h	73	2 119,19 €	
IUT GON		BUT1	TUTORAT	Tutorat aux bacs techno et bac pro et étudiants internationaux au S1 Tutorat aux étudiants en difficulté (sans leur résultats au S1, au S2)	Des étudiants volontaires et sélectionnés sur la qualité de leur dossier académique et sur leur motivation donnent des cours de mise à niveau méthodologique et disciplinaire aux étudiants cibles (bac pro et techno et étudiants internationaux au S1, étudiants n'ayant pas validé au moins 2 compétences S1 au S2)	Objectif de remédiation à l'entrée dans les semestres (mise à niveau des prérequis), pour lutter contre le décrochage des plus faibles	Notre formation, inscrite dans son territoire et dans sa filière, est amenée à recruter tout profil de bac (au-delà des quotas du rectorat). Des mises à niveau et du soutien sont nécessaires à la réussite de tous, dans le maintien des exigences de notre diplôme	BUT 1 CS	«Jours terminaux» L1/Droit - Acteurs de la société civile - Bureautique - Diagnostic territorial... Toutes matières de S1 et S2 en fonction des besoins (généralement dans les disciplines scientifiques)	S1 et S2	1 groupe	20	40 (ceux du S1 ne sont pas forcément ceux du S2)	4 étudiants de BUT2 sélectionnés sur relevé de note du BUT1 et sur motivation	Non	40	80	2 322,40 €	
IUT GON		BUT1	TUTORAT	Tutorat aux étudiants en difficulté (bac pro, bac techno, autres)	Des étudiants volontaires sélectionnés pour leur sérieux et leurs résultats académiques accompagnent d'un point de vue méthodologique et disciplinaire des étudiants de 1ère année en difficulté.	Accompagnement et mise à niveau pour les étudiants qui ont besoin afin d'éviter le décrochage et les démissions.	Certains étudiants ont besoin de plus de temps, de plus d'explications pour arriver au même niveau que le reste du groupe. Nous nous sommes aussi rendu compte que certains étudiants ne parvenaient pas à s'imposer une discipline de travail sur le temps en autonomie. Ce tutorat par des pairs leur offre cette possibilité.	BUT 1 GMP	Toutes matières de S1 et S2 en fonction des besoins (généralement dans les disciplines scientifiques)	S1 et S2	1 groupe	15 à 20	15 à 20	Action assurée par 2 étudiants de BUT2	Non	30	60	1 741,80 €	
IUT GON		BUT2	TUTORAT	Tutorat aux étudiants entrant ou étudiants en difficulté - acquisition ou renforcement des prérequis	Des étudiants volontaires sélectionnés pour leur sérieux et leurs résultats académiques accompagnent d'un point de vue méthodologique et disciplinaire des étudiants de 2ème année en difficulté notamment les étudiants entrants (manque dans certaines ressources)	Accompagnement des étudiants en difficulté afin d'aider à la validation des compétences	Nous avons pu constater que les étudiants entrants directement en BUT2 manquaient de prérequis pour certaines ressources et donc avaient des difficultés à valider les compétences correspondantes. Le second public ciblé regroupe les étudiants n'ayant pas validé toutes les compétences en 1ère année ou qui présentent un début de 2ème année difficile.	BUT 2 GMP	Toutes matières de S3 et S4 en fonction des besoins (généralement dans les disciplines scientifiques)	S3 et S4	1 groupe	20	20	Action assurée par 2 étudiants de BUT3	Non	10	20	580,60 €	
IUT GON		BUT1	TUTORAT	Tutorat aux étudiants en difficulté (bac pro, bac techno, autres)	Des étudiants volontaires sélectionnés pour leur sérieux et leurs résultats académiques reprennent les notions vues en cours qui ne l'ont pas été bien comprises	Mise à niveau pour les étudiants qui ont besoin afin d'éviter le décrochage et les démissions.	Certains étudiants ont besoin de plus de temps, de plus d'explications pour arriver au même niveau que le reste du groupe. Ce tutorat par des pairs leur offre cette possibilité.	BUT 1 MLT	Toutes matières de S1 et S2	S1 et S2	1 groupe	entre 10 et 15	entre 10 et 15	2 étudiants	Non	40	80	2 322,40 €	
IUT GON		BUT1-2	REMEDIATION DISCIPLINAIRE	Soutien en base informatique	Accompagnement pour l'acquisition de prérequis en informatique nécessaires au suivi des enseignements	Consolider les bases des étudiants afin d'éviter le décrochage et les démissions	A la demande des étudiants	BUT 1 et 2 MLT	Informatique	S1 et S2 S3 et S4	1 groupe	13	13	un enseignant	Non	10	20	869,60 €	
IUT GON		BUT2	TUTORAT	Tutorat aux étudiants entrant ou étudiants en difficulté - acquisition ou renforcement des prérequis	Des étudiants volontaires sélectionnés pour leur sérieux et leurs résultats académiques reprennent les notions vues en cours qui ne l'ont pas été bien comprises	Mise à niveau pour les étudiants qui ont besoin afin d'éviter le décrochage et les démissions.	Certains étudiants ont besoin de plus de temps, de plus d'explications pour arriver au même niveau que le reste du groupe. Ce tutorat par des pairs leur offre cette possibilité.	BUT 2 QLO	Toutes matières de S3 et S4 en fonction des besoins.	S3 et S4	1 groupe	10	10	Action assurée par 1 étudiant	Non	10	20	580,60 €	
IUT GON		BUT2	REMEDIATION DISCIPLINAIRE	Remise à niveau	Soutien Bacs technologiques et Bacs Généraux sans option mathématiques	Préparation aux concours passerelles	Renforcer les capacités en mathématiques des étudiants pour leur donner les moyens d'aborder l'après BUT avec sérénité	BUT 3 TC	Mathématiques	S5	1 groupe	15 à 20	15 à 20	Action assurée par un enseignant	Non	20	20	969,60 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Remise à niveau (pré-entrée)	Cours de remise à niveau pour homogénéiser les connaissances des néoentrants en tenant compte de leur diversité de profils, notamment les bacheliers technologiques	Remise à niveau en mathématiques	Remise à niveau pour les néo bacheliers technologiques et généraux avant le début des cours	BUT 1 MP	Mathématiques	S1	1	24	24	Enseignant	non	3	3	130,44 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Consolidation en mathématiques	Séances en groupe de TD permettant aux étudiants de profils différents de reprendre des notions en mathématiques de lycée en les utilisant dans un contexte BUT MP	Remise à niveau en mathématiques	Il est constaté un affaiblissement du niveau général en mathématiques des lycéens par rapport aux attendus de la formation BUT MP	BUT 1 MP	Mathématiques	S1	1	24	24	Enseignant	non	12	12	521,76 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Cours de soutien	Cours de soutien qui se font à la demande des étudiants pour répondre à leurs difficultés, tous les étudiants peuvent faire une demande. Chaque séance concerne environ 15 étudiants	Permettre aux étudiants en difficultés dans une matière de revoir des notions de cours/TD avec un enseignant	Pouvoir remédier le plus rapidement possible aux difficultés des étudiants	BUT 1 MP	Informatique, Chimie, Optique, Electricité	Étalement sur l'année	1	12	12	Enseignant	non	8	8	347,84 €	
IUT GON		BUT1	TUTORAT	Tutorat pour étudiants en difficulté	Des cours de renforcement pour des étudiants en difficulté en mathématiques	Équilibrer les niveaux pour pouvoir avancer avec l'ensemble de la promotion	Cette action est mise en place pour accompagner celles et ceux qui sont en grande difficulté et ne pas freiner les autres	BUT 1 MTZE	Mathématiques	S1 et S2	1 groupe	10 à 15 étudiants	10 à 15 étudiants	Action assurée par un docteurant ou un vacataire	Non	10	20	869,60 €	
IUT GON		BUT1	TUTORAT	Tutorat pour étudiants en difficulté	Des cours de renforcement pour des étudiants en difficulté en informatique et utilisation des logiciels de bureautique (word, excel)	Équilibrer les niveaux pour pouvoir avancer avec l'ensemble de la promotion	Cette action est mise en place pour accompagner celles et ceux qui sont en grande difficulté et ne pas freiner les autres	BUT 1 MTZE	SAE Instrumentation, SAE Conception et module dessin d'ingénieur	S1 et S2	1 groupe	10 à 15 étudiants	10 à 15 étudiants	Action assurée par un docteurant ou un vacataire	Non	10	20	869,60 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Soutien Bacs technologiques et Bacs Généraux sans option mathématiques	Reprise de bases nécessaires en mathématiques pour les étudiants montrant des difficultés lors des tests de positionnement et à la demande, au cours des semestres 1 et 2	Meilleure réussite dans les matières nécessitant l'outil mathématique	A la demande des étudiants	BUT 1 GB (BMB+SAB-SEE)	Mathématiques	Étalement sur l'année	4 groupes	14	56	Enseignant titulaire	non	20	40	1 739,20 €	validé si 28 par groupe
IUT GON		BUT2	REMEDIATION DISCIPLINAIRE	Acquisition prérequis Microbiologie pour entrant S3	Aide à l'acquisition de prérequis (TD et TP) en microbiologie générale nécessaires au suivi des enseignements de microbiologie médicale	Suivi et réussite de la formation	Passerelles, entrants S3, étudiants en réorientation	BUT 2 GB parcours BMB	Microbiologie	S3	1	5 à 10	5 à 10	Enseignant titulaire	non	6	6	269,88 €	
IUT GON		BUT2	REMEDIATION DISCIPLINAIRE	Acquisition prérequis Hématologie pour entrant S3	Aide à l'acquisition de prérequis (TD et TP) en Hématologie nécessaires à l'obtention du diplôme.	Suivi et réussite de la formation	Passerelles, entrants S3, étudiants en réorientation	BUT 2 GB parcours BMB	Hématologie	S3	1	5 à 10	5 à 10	Enseignant titulaire	non	6	6	269,88 €	
IUT GON		BUT2	REMEDIATION DISCIPLINAIRE	Acquisition prérequis Expérimentation animale	Aide à l'acquisition de prérequis (TD et TP) en Hématologie nécessaires à l'obtention du diplôme.	Suivi et réussite de la formation	Passerelles, entrants S3, étudiants en réorientation	BUT 2 GB parcours BMB	Expérimentation animale	S3	1	5 à 10	5 à 10	Enseignant titulaire	non	6	6	269,88 €	
IUT GON		BUT1	REMEDIATION METHODOLOGIQUE	Aide à la méthodologie et à l'organisation pour les bacheliers technologiques	Accompagnement pour l'acquisition d'une méthodologie de travail et de l'autonomie pour les étudiants de bacs technologiques	Adaptation aux exigences et rythme de travail à l'université	A la demande des étudiants de bacs technologiques	BUT 1 GB (BMB+SAB-SEE)	Méthodologie	S1	1	14	56	Enseignant titulaire	non	40	40	1 739,20 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Soutien aux Bacs Technologiques et Bacs Généraux en bases de programmation	Destiné aux étudiants de première année du BUT Science des données, le dispositif de soutien concerne les bases de programmation. Il s'agit d'accompagner les étudiants éprouvant des difficultés à acquérir des bases de programmation, via un soutien en petits groupes ciblé et volontaire.	L'objectif est d'accompagner l'acquisition des bases en programmation, de consolider la compréhension du code et de limiter significativement les situations de décrochage dès la première année de formation.	Par leur action d'accompagnement amont, les enseignants ont pu ainsi éviter l'acquisition des savoir-faire en programmation notoirement dispensés via cette ressource. Dans le BUT SD, savoir programmer est une compétence critique, la programmation sera utilisée durant les trois années de la formation pour toutes les applications en statistiques, dans les bases de données, dans l'apprentissage machine ou dans la communication Web. Cette action peut être associée à la ressource "Bases de la programmation" présentée page 42 de l'actuel programme pédagogique national, quoique son périmètre touche tout un pan des enseignements.	BUT 1 SD	Informatique	S1	1	12	12	Enseignant titulaire	non	16	16	695,68 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Soutien aux étudiants de première année en mathématiques	L'action correspond à un soutien individuel destiné aux étudiants ayant un faible niveau en mathématiques durant les deux premiers semestres.	L'action vise à accompagner l'acquisition de notions essentielles actuellement très utilisées en sciences des données : l'analyse multivariée et l'optimisation multicritères.	Les connaissances visées sont les bases des méthodes actuelles d'apprentissage automatique utilisées en intelligence artificielle. L'action facilitera la réussite dans les enseignements de deuxième et troisième année où les méthodes d'intelligence artificielle sont enseignées.	BUT 1 SD	Mathématiques	S2	1	12	12	Enseignant titulaire	non	20	20	869,60 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Tutorat pour étudiants en difficulté	Soutien en anglais	Meilleure réussite dans les matières concernées	A la demande des étudiants	BUT 1 RT	Anglais	S1 et S2	1	14	14	Enseignant titulaire	non	8	15	652,20 €	A mutualiser avec la ligne S2
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Tutorat pour étudiants en difficulté	Soutien en Mathématiques / Informatique / Réseaux / Télécommunications	Meilleure réussite dans les matières concernées	A la demande des étudiants	BUT 1 RT	Mathématiques / Informatique / Réseaux / Télécommunications	S1	1	14	14	Enseignant titulaire	non	30	30	1 304,40 €	
IUT GON		BUT1	TUTORAT	Tutorat pour étudiants en difficulté	soutien en Mathématiques/Informatique	Meilleure réussite dans les matières concernées	A la demande des étudiants	BUT 1 INFO	Mathématiques / Informatique	S1 et S2	1	14	14	Tuteur étudiant	non	15	30	870,90 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Soutien anglais	Soutien en anglais technique	Mise à niveau pour les étudiants qui en ont besoin/envie afin de leur permettre de mieux maîtriser la matière et d'améliorer leurs notes	Parce que les étudiants n'ont que très peu de temps devant eux pour rattraper ce retard.	BUT 1 INFO	Anglais	S1	1	10	10	Enseignant titulaire	non	7	7	304,36 €	A mutualiser avec la ligne 49
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Consolidation - Remédiation en mathématiques	Remise à niveau et soutien destinés aux bacheliers technologiques, aux bacheliers professionnels et aux bacheliers généraux avec un niveau en mathématiques insuffisant, aux S1 et S2	Donner les bases nécessaires en mathématiques. Toutes les matières de la spécialité font appel à l'outil mathématique	A la demande des étudiants et elle est nécessaire pour aborder les enseignements de la spécialité	BUT 1 GC-GP	Mathématiques	Étalement sur l'année	1	15	15 à 20	un enseignant	non	15	30	1 304,40 €	
IUT GON		BUT1	REMEDIATION METHODOLOGIQUE	Aide à la méthodologie et à l'organisation	Accompagnement pour l'acquisition d'une méthodologie de travail et de l'autonomie - Etabli un lien entre CM, TD.	Accompagner les étudiants pour l'acquisition d'une méthodologie de travail et parvenir à résoudre en autonomie un problème en s'appuyant sur le CM et les TD.	A la demande des étudiants, plusieurs d'entre eux soulignent le fait qu'ils rencontrent des difficultés pour démarrer une résolution d'un exercice lorsqu'ils sont seuls devant l'énoncé.	BUT 1 GC-GP	Méthodologie	Étalement sur l'année	1	20	15 à 20	un enseignant	non	15	30	1 304,40 €	
IUT GON		BUT1	REMEDIATION DISCIPLINAIRE	Consolidation - Remédiation en physique-chimie	Remise à niveau et soutien destinés aux bacheliers technologiques, aux bacheliers professionnels et aux bacheliers généraux avec un niveau en mathématiques insuffisant, aux S1 et S2	Donner les bases nécessaires en physique-chimie. Toutes les matières de la spécialité font appel aux bases de physique et de chimie.	A la demande des étudiants et elle est nécessaire pour aborder les enseignements de la spécialité	BUT 1 GC-GP	Physique & Chimie	Étalement sur l'année	1	15	15 à 20	un enseignant	non	15	30	1 304,40 €	
IUT GON		BUT3	REMEDIATION DISCIPLINAIRE	Soutien prérequis Opérations unitaires et phénomènes de transfert	Aide à l'acquisition des connaissances requises pour le BUT3	Mise à niveau pour les étudiants qui en ont besoin	Entrants directs S5, étudiants en réorientation ou en poursuite d'études	BUT 3 GC-GP	Matières à identifier selon le profil des candidats admis	S5	1	5	5	un enseignant	non	10	10	434,80 €	
IUT GON		BUT2	REMEDIATION DISCIPLINAIRE	Soutien prérequis Opérations unitaires et phénomènes de transfert	Aide à l'acquisition des connaissances requises pour le BUT2	Mise à niveau pour les étudiants qui en ont besoin	Entrants directs S3, étudiants en réorientation	BUT 2 GC-GP	Matières à identifier selon le profil des candidats admis	S3	1	5	5	un enseignant	non	10	10	434,80 €	
PSYCHO		L1	TUTORAT	Tutorat de remédiation en statistiques	Soutien aux enseignements en statistiques	Aide aux étudiants en difficulté en statistiques	Augmenter la réussite sur les UE transversales en apportant un accompagnement aux étudiants en difficultés	Licence de Psychologie	Statistiques	Étalement sur l'année	2	15	30	Un-e tuteur-ice intervenant vacataire: étudiants, doctorant, post-doc ou psychologue)	ATTENTION: Ce dispositif correspond actuellement au dispositif Qui Si élargi aux autres étudiants qui présentent des difficultés.	9	36	1 565,28 €	
PSYCHO		L1	TUTORAT	Tutorat de remédiation en psychobiologie	Soutien aux enseignements en biologie	Aide aux étudiants en difficulté en biologie	Augmenter la réussite sur les UE transversales en apportant un accompagnement aux étudiants en difficultés	Licence de Psychologie	Psychobiologie	Étalement sur l'année	2	15	30	Un-e tuteur-ice intervenant vacataire: étudiants, doctorant, post-doc ou psychologue)	ATTENTION: Ce dispositif correspond actuellement au dispositif Qui Si élargi aux autres étudiants qui présentent des difficultés.	9	36	1 565,28 €	

PSYCHO		L1 OUI-SI	TUTORAT	Tutorat	Aide personnalisée sous forme de séances de tutorat hebdomadaires permettant de donner aux étudiants les méthodes et outils pour favoriser leur réussite	Remédier aux lacunes potentielles des étudiants non titulaires d'un baccalauréat général ou étrangers ou en reprise d'étude après un DAUJ	Augmenter la réussite en licence	Licence 1 de Psychologie	Toutes les disciplines dispensées en L1 avec un focus sur les disciplines transversales (méthodologie)	Étalement sur l'année	OUI-SI	1	15	15	Li-e tuteur-ricer (intervenant vacataire: étudiants, doctorant, post-doc ou psychologue)	non	12h 51 / 16h 52	28	1 217,44 €
PSYCHO		L1 OUI-SI	TUTORAT	Tutorat	Aide personnalisée sous forme de séances de tutorat hebdomadaires permettant de donner aux étudiants les méthodes et outils pour favoriser leur réussite	Remédier aux lacunes potentielles des étudiants non titulaires d'un baccalauréat général ou étrangers ou en reprise d'étude après un DAUJ	Augmenter la réussite en licence	Licence 1 de Psychologie	Toutes les disciplines dispensées en L1 avec un focus sur les disciplines transversales (méthodologie)	Étalement sur l'année	OUI-SI	1	15	15	Li-e tuteur-ricer (intervenant vacataire: étudiants, doctorant, post-doc ou psychologue)	non	12h 51 / 16h 52	28	1 217,44 €
PSYCHO		L2-L3	TUTORAT	Tutorat en statistiques L2	Remédiation en statistiques pour acquérir ou renforcer les bases en statistiques vues en L1	Permettre à des étudiants en reprise d'étude ou en reorientation une remise à niveau afin de pouvoir suivre les enseignements de statistiques en L2	Augmenter la réussite en licence	Licence de Psychologie	Statistiques	Étalement sur l'année		2	15	30	Emploi étudiant	100 % NCU	9h	36	1 045,08 €
PSYCHO		L2-L3	TUTORAT	Tutorat en statistiques L3	Remédiation en statistiques pour acquérir ou renforcer les bases en statistiques vues en L2 et L3	Permettre à des étudiants en reprise d'étude ou en reorientation une remise à niveau afin de pouvoir suivre les enseignements de statistiques en L3	Augmenter la réussite en licence	Licence de Psychologie	Statistiques	Étalement sur l'année		1	15	15	Emploi étudiant	100 % NCU	17h	34	987,02 €
PSYCHO		L2-L3	TUTORAT	RemédBio L2	Remédiation en biologie pour acquérir ou renforcer les bases en neurosciences	Permettre à des étudiants en reprise d'étude ou en reorientation une remise à niveau afin de pouvoir suivre les enseignements de psychobiologie en L2	Augmenter la réussite en licence	Licence de Psychologie	Psychobiologie	Étalement sur l'année		2	15	30	Emploi étudiant	100 % NCU	20h par gpe en L2 par semestre	40	1 161,20 €
PSYCHO		L2-L3	TUTORAT	RemédBio L3	Remédiation en biologie pour acquérir ou renforcer les bases en neurosciences	Permettre à des étudiants en reprise d'étude ou en reorientation une remise à niveau afin de pouvoir suivre les enseignements de psychobiologie en L3	Augmenter la réussite en licence	Licence de Psychologie	Psychobiologie	Étalement sur l'année		1	15	15	Emploi étudiant	100 % NCU	10h par gpe en L3 au 5S	10	290,30 €
SANTE		L1	TUTORAT	Tutorat Santé-tuteurs	Tutorat pour les étudiants des LAS sur la mineure santé, méthodologie et entraînement. Examens blancs, dispositif de pré-retrée et d'accompagnement tout au long de l'année universitaire	Ce dispositif s'adresse à tous les étudiants en LAS. Il permet aux étudiants de bénéficier d'un soutien méthodologique indéniable et de partager leurs expériences avec les tuteurs qui ont connu cette année de sélection.		Toutes les LAS	Toutes les disciplines de la mineure santé et de la méthodologie	Étalement sur l'année	Tous les LAS	/	/	environ 800	72 tuteurs étudiants	non		4356	126 454,68 €
SANTE		L2-L3	REMEDIATION DISCIPLINAIRE	REMEDES	Proposer des TD de remédiation en présentiel tout au long du DFGSP2	S'assurer que tous les pré-requis nécessaires au suivi du DFGSP2 ont bien été assimilés (il d'accompagner les étudiants.e.s qui rencontrent des difficultés d'apprentissage.	La mise en place de la mineure sur l'ensemble des étudiants de santé (UELLC) et les accompagner d'une réduction drastique du nombre d'heures d'enseignement dans les disciplines fondamentales de Santé en première année. Ces disciplines ne représentent que 300h dans les formations de LAS, alors qu'elles représentent plus de 500h en PACES. Pour autant, le programme national des études en Sciences Pharmaceutiques est resté inchangé. Les TD Remèdes permettent de proposer de la	Diplôme de Formation Générale en Sciences Pharmaceutiques 2ème année (DFGSP2)	Sciences analytiques, Physiologie, Sciences du médicament, Biologie moléculaire, Biochimie, Pharmacologie, Chimie	Étalement sur l'année	Étudiant.e.s de DFGSP2 (donc issu.e.s de LAS)	environ 50	environ 50	environ 50	Des enseignants-chercheurs de l'URF Santé	non	7h30 au 1er semestre (STD x2h30) et 9h au 2ème semestre (STD x 2h30)	10h30 (11 TD x 1h30)	717,42 €
SANTE		L2-L3	TUTORAT	Tutorat Pharma	Missions de tutorat toute l'année par les étudiants de DFGSP3 (job de tuteurs variable selon candidatures: entre 6 et 12) - 6 séances (exercices, révisions, quiz...) de 1,5h par semestre + préparation à l'oral de 2-2h de travail en présence des étudiants tuteurs par tuteur et par an	Proposer des TD tout au long de l'année en ciblant particulièrement les matières qui posent le plus de difficultés aux étudiants	Accompagnement par les pairs, complémentaire des TD de remédiation assurés par les enseignants ciblé sur des disciplines dans lesquelles les étudiants présentent de façon récurrente le plus de difficultés en 2ème année (Chimie organique, sciences analytiques)	Diplôme de Formation Générale en Sciences Pharmaceutiques 2ème année (DFGSP2)	Toutes les disciplines de la DFGSP2 selon besoin des étudiants	tout au long de l'année : semestres 1 et 2	action à destination de la promotion entière = 1 groupe	Accompagnement collectif sur un programme choisi après discussion avec les étudiant.e.s	selon besoin des étudiants - l'assiduité au tutorat est variable selon les années et les séances	Facteur pris en compte par l'équipe de tuteurs recrutés (étudiants de DFGSP2) - responsable de l'UELLC (V. Collet) - les	non	tout au long de l'année : semestres 1 et 2	22hpar tuteur * 12 tuteurs (fourchette haute : 7 tuteurs en 2024 2025) = 264	7 663,92 €	
SCIENCES	MM	L1	REMEDIATION DISCIPLINAIRE	Pré-retrée MIM	Enseignements de mise à niveau pour les étudiants les plus fragiles	Renforcer les étudiants qui ont un baccalauréat sans disciplines scientifiques ou des résultats un peu justes dans ces matières, ou encore les étudiants avec des baccalauréats technologiques. Apporter du soutien aux autres étudiants sur certaines notions de cours pas assimilés.	La réforme du baccalauréat nécessite de sélectionner des étudiants qui n'ont pas toutes les compétences, notamment en mathématiques par l'abandon de spécialités. De plus, les résultats académiques pour certains sont jugés pas suffisants pour suivre les enseignements de la L1.	L1 Informatique, L1 Mathématiques, L1 MIASSH	math	Semestre 1	Étudiant OUI-SI, étudiant ayant des résultats trop juste	4	30	120	Enseignant		20	80	3 478,40 €
SCIENCES	MM	L1	SUVI INDIVIDUEL	SUVI INDIVIDUEL MM	Suivi individualisé	Repérer les étudiants en difficulté et vérifier l'adéquation de la formation avec le projet étudiant	Orienter et conseiller le étudiant sur leur choix d'étude	L1 Informatique, L1 Mathématiques, L1 MIASSH	NA	Étalement sur l'année	Tous les étudiants				Enseignants		205	8 933,40 €	
SCIENCES	PC	L1	TEST DE POSITIONNEMENT	Tests de positionnement PC	Conception et mise en place de tests de positionnement permettant d'évaluer le niveau à l'entrée de l'étudiant	Repérer les étudiants en difficulté et vérifier l'adéquation de la formation avec le projet étudiant	Détecter une incompatibilité de parcours et conseiller le étudiant sur leur choix d'étude	L1 Chimie, L1 Physique	Mathématiques, Physique, Chimie	Semestre 1	Tous les étudiants de la formation	2	40	80	ENSEIGNANT	7	6	6	260,88 €
SCIENCES	PC	L1	REMEDIATION DISCIPLINAIRE	Pré-retrée PC	Enseignements de révisions et /ou mise à niveau en Mathématiques, Physique et Chimie pour tous les étudiants, préparatoires au semestre 1	Faciliter la réussite et l'intégration des étudiants à l'entrée dans la licence	Le bac ne joue plus son rôle de filtre : beaucoup d'étudiants arrivent en L1 sans méthode adaptée pour les études supérieures et avec des connaissances qu'il faut revoir. Aider les étudiants à reprendre une dynamique de travail	L1 Physique, Chimie, Mécanique, EEEA	Mathématiques, Physique, Chimie	Semestre 1	Tous les étudiants de la formation	3	40	120	ENSEIGNANT	60	60	2 608,80 €	
SCIENCES	PC	L1	MOOC	ecr+	Suivi du MOOC Ecr+ sous la supervision de Mr LANOT	Augmenter les compétences en orthographe et rédactionnelles des étudiants. Obtenir une certification	Les étudiants ont de plus en plus de difficultés à rédiger un texte correctement. Cette formation a pour but de leur donner les outils pour améliorer cette compétence.	L1 chimie	Orthographe	Étalement sur l'année	Tous les étudiants de la formation	1	40	40	ENSEIGNANT	non	15	15	652,20 €
SCIENCES	PC	L1	REMEDIATION DISCIPLINAIRE	ENSEIGNEMENTS DE SOUTIEN PC	Accompagner l'étudiant dans les enseignements de physique du L1 PC et de mathématiques pour les L1 Chimie	Accompagner l'étudiant quel que soit son niveau pour progresser	Eviter le décrochage	L1 OUI-SI en 1 an, du Portail PC	Physique, Mathématiques	Étalement sur l'année	Etudiants volontaires	3	15	45	ENSEIGNANT		38	75	3 261,00 €
SCIENCES	PC	L1	REMEDIATION DISCIPLINAIRE	Midis Maths, enseignement de soutien	Séance en petit groupe avec un enseignant de la discipline et un tuteur étudiant pour les mathématiques	Accompagner l'étudiant quel que soit son niveau pour progresser	Eviter le décrochage et améliorer le niveau en mathématiques	L1 mécanique, L1 eesa, L1 physique, L1 chimie	Mathématiques	Étalement sur l'année	Etudiants volontaires	2	20	40	ENSEIGNANT		25	25	1 087,00 €
SCIENCES	PC	L1	TUTORAT	TUTORAT PC, Midis Maths	Séance en petit groupe avec un enseignant de la discipline et un tuteur étudiant pour les mathématiques	Accompagner l'étudiant quel que soit son niveau pour progresser	Eviter le décrochage et améliorer le niveau en mathématiques par un soutien venant d'un étudiant tuteur, couplée à celle de l'enseignant	L1 mécanique, L1 eesa, L1 physique, L1 chimie	Mathématiques	Étalement sur l'année	Etudiants volontaires	2	20	40	tuteur	à voir si renouvellement	25	25	900,00 €
SCIENCES	BST	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	Pré-retrée BST	Enseignements de mise à niveau en Mathématiques, Physique et Chimie pour les étudiants ayant des faiblesses dans les acquis scientifiques (commun aux SV hors LAS, SVT, ST)	Faciliter la réussite des étudiants qui ont un baccalauréat non adapté (autre que "bac général avec matières scientifiques") ou un Baccalauréat général avec des faiblesses dans les acquis scientifiques	Le bac ne joue plus son rôle de filtre : beaucoup d'étudiants arrivent en L1 sans les prérequis scientifiques nécessaires. Ceci est accentué par la réforme du BAC (et les EDS) qui oblige les étudiants à abandonner des spécialités scientifiques nécessaires pour réussir en L1.	L1 Sciences de la Vie (hors LAS) L1 SVT L1 Sciences de la Terre	Mathématiques, Physique, Chimie	Semestre 1	2	40	40	Un collègue de Physique et un collègue de Mathématiques de l'URF des Sciences	non	20 heures	40	1 739,20 €	
SCIENCES	BST	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	Pré-retrée BST	Enseignements de mise à niveau en mathématiques, chimie et physique pour les étudiants les plus fragiles (40 étudiants répartis en 1 groupe qui reçoivent 20 h de TD en présentiel). Cet accompagnement n'est pas proposé aux étudiants inscrits en SFS LAS	Faciliter la réussite des étudiants qui ont un baccalauréat non adapté (autre que "bac général avec matières scientifiques") ou un Baccalauréat général avec des faiblesses dans les acquis scientifiques.	Le bac ne joue plus son rôle de filtre : beaucoup d'étudiants arrivent en L1 sans les prérequis scientifiques nécessaires. Ceci est accentué par la réforme du BAC (et les EDS) qui oblige les étudiants à abandonner des spécialités scientifiques nécessaires pour réussir en L1.	L1 Sciences pour la santé	Mathématiques, Physique, Chimie	Semestre 1	2	40	40	Un collègue de Physique et un collègue de Mathématiques de l'URF des Sciences	non	20 heures	40	1 739,20 €	
SCIENCES	BST	L1 OUI-SI	TUTORAT	Tutorat BST	Tutorat obligatoire et en présentiel, commun aux SV hors LAS, SVT et ST. Tutorat à destination des étudiants ayant des faiblesses dans les acquis scientifiques.	Faciliter la réussite des étudiants qui ont un baccalauréat non adapté (autre que "bac général avec matières scientifiques") ou un Baccalauréat général avec des faiblesses dans les acquis scientifiques.	Le bac ne joue plus son rôle de filtre : beaucoup d'étudiants arrivent en L1 sans les prérequis scientifiques nécessaires. Ceci est accentué par la réforme du BAC (et les EDS) qui oblige les étudiants à abandonner des spécialités scientifiques nécessaires pour réussir en L1.	L1 Sciences de la Vie (hors LAS) L1 SVT L1 Sciences de la Terre	Toutes les matières disciplinaires	Tout au long de l'année	16	5	80	Les tuteurs sont des pairs, étudiants en L3 ou en Master	Oui en partie	18 heures par groupe	288	8 360,64 €	
SCIENCES	BST	L1 OUI-SI	TUTORAT	Tutorat BST	Tutorat obligatoire pour l'effectif SFS hors LAS "OUI-SI"	Renforcer les étudiants qui ont un baccalauréat sans disciplines scientifiques ou des résultats un peu justes dans ces matières, ou encore les étudiants avec des baccalauréats technologiques	Aider les étudiants sur des points non assimilés au cours, soit pas un niveau de lycée juste ou l'abandon de la discipline au baccalauréat. De plus, aider les étudiants à acquies une méthodologie de travail et de leur apporter de la motivation pour continuer	L1 Sciences de la Vie (hors LAS) L1 SVT L1 Sciences de la Terre	Toutes les matières disciplinaires	Tout au long de l'année	6	5	30	Les tuteurs sont des pairs, étudiants en L3 ou en Master	Oui en partie	18 heures par groupe	108	3 135,24 €	
SCIENCES	MM	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	Pré-retrée MM	Enseignements de mise à niveau pour les étudiants les plus fragiles	Renforcer les étudiants qui ont un baccalauréat sans disciplines scientifiques ou des résultats un peu justes dans ces matières, ou encore les étudiants avec des baccalauréats technologiques. Apporter du soutien aux autres étudiants sur certaines notions de cours pas assimilés.	La réforme du baccalauréat nécessite de sélectionner des étudiants qui n'ont pas toutes les compétences, notamment en mathématiques par l'abandon de spécialités. De plus, les résultats académiques pour certains sont jugés pas suffisants pour suivre les enseignements de la L1.	L1 Informatique, L1 Mathématiques, L1 MIASSH	Mathématiques, Informatique	Semestre 1	4	30	120	enseignant	non	20	80	3 478,40 €	
SCIENCES	MM	L1 OUI-SI	TUTORAT	Tutorat MM	Heures de soutien à petits effectifs en mathématiques.	Amélioration des résultats des étudiants en grande difficulté	manque de recul des étudiants sur leur progression	L1 Informatique, L1 Mathématiques, L1 MIASSH	Mathématiques, Informatique	Étalement sur l'année				120	tuteur étudiant	non	15h	1800	52 254,00 €
SCIENCES	MM	L1 OUI-SI	TEST DE POSITIONNEMENT	TESTS POSITIONNEMENT MM	Mise en place de tests de positionnement permettant aux étudiants de s'auto-évaluer	Permettre aux étudiants de s'auto-évaluer sur leur progression		L1 Informatique, L1 Mathématiques, L1 MIASSH	Mathématiques	Semestre 1				120	enseignant	non	15	15	685,20 €
SCIENCES	MM	L1 OUI-SI	SUVI INDIVIDUEL	SUVI INDIVIDUEL MM	Suivi individualisé	Repérer les étudiants en difficulté et vérifier l'adéquation de la formation avec le projet étudiant	Orienter et conseiller le étudiant sur leur choix d'étude	L1 Informatique, L1 Mathématiques, L1 MIASSH		Étalement sur l'année				410	enseignant	non	205	8 933,40 €	
SCIENCES	MM	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	ENSEIGNEMENTS DE SOUTIEN MM	Soutien aux étudiants de L1 oui-si et L1 en 2 ans en grande difficulté	Amélioration des résultats des étudiants en grande difficulté	limiter le décrochage	L1 informatique	Mathématiques, Informatique	Étalement sur l'année		1	40	40	enseignant	non	350	15 218,00 €	
SCIENCES	PC	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	Pré-retrée PC	Enseignements de révisions et /ou mise à niveau en Mathématiques, Physique et Chimie pour tous les étudiants, préparatoires au semestre 1	Faciliter la réussite et l'intégration des étudiants à l'entrée dans la licence	Le bac ne joue plus son rôle de filtre : beaucoup d'étudiants arrivent en L1 sans méthode adaptée pour les études supérieures et avec des connaissances qu'il faut revoir. Aider les étudiants à reprendre une dynamique de travail	L1 OUI-SI en 1 an, du Portail PC	Mathématiques, Physique, Chimie	Semestre 1	3	40	120	enseignants	non	15h /semaine par groupe	60	2 608,80 €	
SCIENCES	PC	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	Pré-retrée PC	Enseignements de révisions en Mathématiques, Physique et Chimie pour tous les étudiants, préparatoires au semestre 1	Faciliter la réussite et l'intégration des étudiants à l'entrée dans la licence	Le bac des étudiants de ce groupe n'ont pas les pré requis nécessaires et cette pré retrée permet de montrer les attentes de la L1 en 2 ans. Aider les étudiants à reprendre une dynamique de travail	L1 OUI-SI en 2 ans, du Portail PC	Mathématiques, Physique, Chimie	Semestre 1	1	40	40	enseignants	non	15h / semaine par groupe	15	15	652,20 €
SCIENCES	PC	L1 OUI-SI	TEST DE POSITIONNEMENT	Tests de positionnement PC	Conception et mise en place de tests de positionnement permettant d'évaluer le niveau à l'entrée de l'étudiant	Repérer les étudiants en difficulté et vérifier l'adéquation de la formation avec le projet étudiant	Détecter une incompatibilité de parcours et conseiller le étudiant sur leur choix d'étude	L1 OUI-SI en 1 an, du Portail PC	Mathématiques, Physique, Chimie	Semestre 1	2	40	80	enseignants	non	3h/groupe	6	6	260,88 €
SCIENCES	PC	L1 OUI-SI	TEST DE POSITIONNEMENT	Tests de positionnement PC	Conception et mise en place de tests de positionnement permettant d'évaluer le niveau à l'entrée de l'étudiant	Vérifier l'adéquation de la formation avec le projet étudiant	Détecter une incompatibilité de parcours et conseiller le étudiant sur leur choix d'étude	L1 OUI-SI en 2 ans, du Portail PC	Mathématiques, Physique, Chimie	Semestre 1	1	40	40	enseignants	non	3h/groupe	3	3	130,44 €
SCIENCES	PC	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	ENSEIGNEMENTS DE SOUTIEN PC	Accompagner l'étudiant dans les enseignements de physique du L1 PC et de mathématiques pour les L1 Chimie	Accompagner l'étudiant quel que soit son niveau pour progresser	Eviter le décrochage	L1 OUI-SI en 1 an, du Portail PC	Physique, Mathématiques	Étalement sur l'année		3	15	45	enseignants	non	38	75	3 261,00 €
SCIENCES	PC	L1 OUI-SI	REMEDIATION DISCIPLINAIRE	Midis Maths, enseignement de soutien	Séance en petit groupe avec un enseignant de la discipline et un tuteur étudiant pour les mathématiques	Accompagner l'étudiant quel que soit son niveau pour progresser	Eviter le décrochage	L1 OUI-SI en 1 an, du Portail PC	Mathématiques	Étalement sur l'année		2	20	40	enseignants	non	25	50	2 174,00 €

SCIENCES	PC	L1 OUI-SI	TUTORAT	TUTORAT PC, Mids Maths	Séance en petit groupe avec un enseignant de la discipline et un tuteur étudiant pour les mathématiques	Accompagner l'étudiant quel que soit son niveau pour progresser	Eviter le décrochage par un soutien venant d'un étudiant tuteur, couplée à celle de l'enseignant	L1 OUI-SI en 1 an, du Portail PC	Mathématiques	Étalement sur l'année		2	20	40	tuteur étudiant	oui - cf. appel à projet	25	50	1 451,50 €
SCIENCES	PC	L1 OUI-SI	REMEDATION DISCIPLINAIRE	ENSEIGNEMENTS DE SOUTIEN PC	Poursuivre la remise à niveau du premier semestre par un soutien pour l'étudiant fragile au second semestre	Poursuivre la remise à niveau du premier semestre par un soutien pour consolider les acquis encore fragiles au second semestre	Eviter le décrochage	L1 OUI-SI en 2 ans, du Portail PC	Mathématiques, physique et chimie	Semestre 2		1	40	40	enseignants et/ou vacataires	non	25	25	1 087,00 €
SCIENCES	PC	L1 OUI-SI	REMEDATION DISCIPLINAIRE	REMISE A NIVEAU EN MATHÉMATIQUES - PC	Remise à niveau pour étudiants L1 en grande difficulté	Permettre d'attendre les pré requis nécessaires de la L1	Elle fait partie du parcours en 2 ans	L1 OUI-SI en 2 ans, du Portail PC	Mathématiques	Semestre 1		1	40	40	enseignants et/ou vacataires	non	50	50	2 174,00 €
SCIENCES	PC	L1 OUI-SI	REMEDATION DISCIPLINAIRE	REMISE A NIVEAU EN PHYSIQUE - PC	Remise à niveau pour étudiants L1 en grande difficulté	Permettre d'attendre les pré requis nécessaires de la L1	Elle fait partie du parcours en 2 ans	L1 OUI-SI en 2 ans, du Portail PC	Physique	Semestre 1		1	40	40	enseignants et/ou vacataires	non	50	50	2 174,00 €
SCIENCES	PC	L1 OUI-SI	REMEDATION DISCIPLINAIRE	REMISE A NIVEAU EN CHIMIE - PC	Remise à niveau pour étudiants L1 en grande difficulté	Permettre d'attendre les pré requis nécessaires de la L1	Elle fait partie du parcours en 2 ans	L1 OUI-SI en 2 ans, du Portail PC	Chimie	Semestre 1		1	40	40	enseignants et/ou vacataires	non	50	50	2 174,00 €
SCIENCES	PC	L1 OUI-SI	MOOC	ecm+	Suivi du MOOC Ecriv sous la supervision de Mr LANOT	Augmenter les compétences en orthographe et rédactionnelles des étudiants. Obtenir une certification	Les étudiants ont de plus en plus de difficultés à rédiger un texte correctement. Cette formation a pour but de leur donner les outils pour améliorer cette compétence.	L1 parcours adapté		Étalement sur l'année		1	40		ENSEIGNANT	non	15	15	652,20 €
SCIENCES	PC	L1 OUI-SI	MOOC	ecm+	Suivi du MOOC Ecriv sous la supervision de Mr LANOT	Augmenter les compétences en orthographe et rédactionnelles des étudiants. Obtenir une certification	Les étudiants ont de plus en plus de difficultés à rédiger un texte correctement. Cette formation a pour but de leur donner les outils pour améliorer cette compétence.	L1 chimie		Étalement sur l'année		1	40	40	ENSEIGNANT	non	15	15	652,20 €
SCIENCES	PC	L2-L3	REMEDATION DISCIPLINAIRE	PRE-RENTREE - PC	TD de révisions sur les pré-requis de L1 en chimie organique (incluant avec L2 Physique), chimie inorganique (incluant avec L2 Physique), Techniques de Calcul, Thermochimie, équilibres et TP de chimie	Revoir avec tous les étudiants les pré-requis nécessaires pour bien aborder le L2.	La plupart des étudiants ont fini leur précédente année scolaire fin avril-début mai. La reprise en septembre est souvent difficile.	L2 Chimie, L2 Physique (option Chimie)		Semestre 3		1	45	45	des enseignants		18	17,5	760,50 €
SCIENCES	PC	L2-L3	REMEDATION DISCIPLINAIRE	PRE-RENTREE - PC	TD de révisions en Mécanique	Revoir avec tous les étudiants les pré-requis nécessaires pour bien aborder le L2.	La plupart des étudiants ont fini leur précédente année scolaire fin avril-début mai. La reprise en septembre est souvent difficile.	L3 Mécanique	Mécanique	SS		1	20-25	20-25	un enseignant	NON	10	10	434,80 €
SCIENCES	PC	L2-L3	REMEDATION DISCIPLINAIRE	PRE-RENTREE - PC	TD de révisions en Mathématiques	Revoir avec tous les étudiants les pré-requis nécessaires pour bien aborder le L3.	La plupart des étudiants ont fini leur précédente année scolaire fin avril-début mai. La reprise en septembre est souvent difficile.	L3 Mécanique L3 EEA	Mathématiques	SS		2	25	50	un enseignant	NON	10	20	869,60 €
SCIENCES	PC	L2-L3	REMEDATION DISCIPLINAIRE	PRE-RENTREE - PC	TD de révisions sur les Techniques de Calculs	Revoir avec tous les étudiants les pré-requis nécessaires pour bien aborder le L2.	La plupart des étudiants ont fini leur précédente année scolaire fin avril-début mai. La reprise en septembre est souvent difficile.	L2 Physique et L2 CUPQ, EL12 Mécanique et L2JA	Techniques de calcul	Semestre 3		2	une trentaine par groupe	60 environ	enseignants	non	15	15	652,20 €
SEGGAT		L1	TUTORAT	Tutorat	Séances de tutorat assurées par des étudiants-tuteurs tout au long de l'année en mathématiques, macroéconomie et microéconomie. Feuilles de présence à chaque séance.	Permet de suivre et d'accompagner les étudiants tout au long de l'année (semestres 1 et 2). Il leur apporte également un soutien pédagogique dans les matières les plus difficiles de la L1. De plus, comme il est assuré par des étudiants-tuteurs, cela facilite les interactions lors des séances.	Taux faible de réussite en première et deuxième session.	L1 Economie L1 Gestion	Microéconomie, Macroéconomie, Maths, Stats	Étalement sur l'année	Etudiants en difficultés	2 pour chaque matière	30	60	étudiant	non	135	270	7 838,10 €
SEGGAT		L1	REMEDATION DISCIPLINAIRE	Dispositif pédagogique de soutien avant examens Session 1	Séances de remédiation dans les enseignements disciplinaires de L1 en fin de semestre, séances assurées par les enseignants en charge de ces cours.	Permet de répondre aux questions que se posent les étudiants lors de leurs révisions et de reprendre ainsi certaines notions du cours qui n'avaient pas été bien comprises, de proposer des exercices supplémentaires, de corriger le sujet de l'année précédente.	Taux faible de réussite en première session.	L1 Economie L1 Gestion	Toutes	Étalement sur l'année	Etudiants en difficultés	1 pour chaque cours	60	60	enseignant	non	14	14	1 217,44 €
SEGGAT		L1	REMEDATION DISCIPLINAIRE	Dispositif pédagogique de soutien avant examens Session 2	Aide à la préparation à la session 2 d'examen : séances assurées par les enseignants en charge de ces cours.	Permet de répondre aux questions que se posent les étudiants lors de leurs révisions et de reprendre ainsi certaines notions du cours qui n'avaient pas été bien comprises, de proposer des exercices supplémentaires, de corriger les sujets de la première session.	Taux faible de réussite en deuxième session.	L1 Economie L1 Gestion	Toutes	Étalement sur l'année	Etudiants en difficultés	1 pour chaque cours	60	60	enseignant	non	14	28	1 217,44 €
SEGGAT		L1	TUTORAT	Tutorat et accompagnement révisés conseillé	Séances de tutorat assurées par des étudiants-tuteurs tout au long de l'année en mathématiques, macroéconomie et microéconomie. Feuilles de présence à chaque séance.	Améliorer la méthode de travail	En priorité pour les étudiants qui ont des difficultés (volontaires) mais ouvert à tous	L1 Géographie	Disciplines de géographie	1 et 2	Tous les étudiants ayant besoin d'accompagnement et de soutien	2	15	30	Etudiant	Non	100	200	5 806,00 €
SEGGAT		L1 OUI-SI	TUTORAT	Tutorat	Séances de tutorat assurées par des étudiants-tuteurs tout au long de l'année en mathématiques, macroéconomie et microéconomie. Feuilles de présence à chaque séance.	Permet de suivre et d'accompagner les étudiants tout au long de l'année (semestres 1 et 2). Il leur apporte également un soutien pédagogique dans les matières les plus difficiles de la L1. De plus, comme il est assuré par des étudiants-tuteurs, cela facilite les interactions lors des séances.	Taux faible de réussite en première et deuxième session.	L1 Economie L1 Gestion	Microéconomie, Macroéconomie, Maths, Stats	Étalement sur l'année	OUI-SI	2 pour chaque matière	30	60	étudiant	non	135	270	7 838,10 €
SEGGAT		L1 OUI-SI	REMEDATION DISCIPLINAIRE	Dispositif pédagogique de soutien avant examens Session 1	Séances de remédiation dans les enseignements disciplinaires de L1 en fin de semestre, séances assurées par les enseignants en charge de ces cours.	Permet de répondre aux questions que se posent les étudiants lors de leurs révisions et de reprendre ainsi certaines notions du cours qui n'avaient pas été bien comprises, de proposer des exercices supplémentaires, de corriger le sujet de l'année précédente.	Taux faible de réussite en première session.	L1 Economie L1 Gestion	Toutes	Étalement sur l'année	OUI-SI	1 pour chaque cours	60	60	enseignant	non	14	28	1 217,44 €
SEGGAT		L1 OUI-SI	REMEDATION DISCIPLINAIRE	Dispositif pédagogique de soutien avant examens Session 2	Aide à la préparation à la session 2 d'examen : séances assurées par les enseignants en charge de ces cours.	Permet de répondre aux questions que se posent les étudiants lors de leurs révisions et de reprendre ainsi certaines notions du cours qui n'avaient pas été bien comprises, de proposer des exercices supplémentaires, de corriger les sujets de la première session.	Taux faible de réussite en deuxième session.	L1 Economie L1 Gestion	Toutes	Étalement sur l'année	OUI-SI	1 pour chaque cours	60	60	enseignant	non	14	28	1 217,44 €
SEGGAT		L2-L3	TUTORAT	Tutorat	Séances d'entraînement de type TD pour aider aux apprentissages et aux révisions durant chaque semestre (avant sessions de CT)	Élever les taux de réussite aux CC et CT	D'expérience, la participation au tutorat porte ses fruits. Les matières concernées sont des caps importants (20% des ECTS et du résultat global) avec des exigences fortes (mémoires + approfondissements). Les étudiantes et étudiants en sont demandeurs (cette année encore).	L2/3 mention Economie L2/3 mention Gestion	Enseignements fondamentaux (matière unique d'UE) : Macroéconomie (S3), Microéconomie (S4) techniques	L2/3	Etudiants de L3 économie et du Master 1 Advanced Applied Economics	2	90	180	non	25	25	725,75 €	
SEGGAT		L2-L3	TUTORAT	Tutorat	Séances d'entraînement de type TD pour aider aux apprentissages et aux révisions durant chaque semestre (avant sessions de CT)	Élever les taux de réussite aux CC et CT	D'expérience, mathématiques et statistiques sont réputées des matières difficiles, aux taux de réussite assez bas, notamment au S4. Il s'agit aussi de répondre à une demande forte de la part d'étudiants et d'étudiantes dont la formation au lycée est devenue très hétérogène depuis la réforme des enseignements fondamentaux et de spécialité en 1ère et Terminale.	L2/3 mention Economie L2/3 mention Gestion	fondamentales (matières avec CC + CT) : Mathématiques appliquées (S3), Statistiques (S4)	L2/3	Etudiants de L3 économie et du Master 1 Advanced Applied Economics	2	90	180	non	25	25	725,75 €	
SEGGAT		L2-L3	REMEDATION DISCIPLINAIRE	Dispositif pédagogique de soutien	Séances de remédiation dans les enseignements disciplinaires de L1 en fin de semestre, séances assurées par les enseignants en charge de ces cours.	Préparer au CT par des conseils méthodologiques et en répondant aux questions des étudiants (concept, mécanisme, exercice)	La faiblesse des taux de réussite observés au niveau des semestres et de l'année globale favorise ainsi une séance de révision pour répondre aux questions des étudiantes et étudiants, à l'agil d'éviter la multiplication des situations AJAC L2-L3 en favorisant le passage direct à l'année supérieure ou de redoublement.	L2/3 mention Economie L2/3 mention Gestion		L2/3	Enseignants	non	1	90-130	90-130	non	10	10	869,60 €
SEGGAT		L2-L3	TUTORAT	Tutorat	Séances de tutorat assurées par des étudiants-tuteurs tout au long de l'année en mathématiques, macroéconomie et microéconomie. Feuilles de présence à chaque séance.	Améliorer la méthode de travail	En priorité pour les étudiants qui ont des difficultés (volontaires) mais ouvert à tous	Licence Géographie	Disciplines de géographie	1 et 2	Tous les étudiants ayant besoin d'accompagnement et de soutien	2	20	40	Etudiant	Non	100	200	5 806,00 €
STAPS		L1	TUTORAT	Tutorat étudiant	Accompagnement méthodologique et disciplinaire	Préparation aux examens. Aide sur les contenus disciplinaires Recrutement de tuteurs issus de formations et d'années diverses	Les étudiants stagiaires ont du mal à structurer et gérer leur travail personnel au quotidien. La maîtrise des contenus est insuffisante.	L1	Toutes les disciplines évaluées en CC ou CT	Tous les semestres	Pour les deux promotions L1 (STAPS et LAS). Valorisation des OUI-SI identifiés	4	15	50 en moyenne hebdomadaire	Un étudiant avec un enseignant référent		75	150	4 354,50 €
STAPS		L1	REMEDATION DISCIPLINAIRE	Rémédiation	Accompagnement durant l'année et entre les deux sessions sous forme d'un TD de 1h30 par chaque enseignant responsable des UE ou EC disciplinaires (3) - soit 12hTD	Revenir sur les contenus et compétences non stabilisés. Favoriser la préparation des échéances évaluatives à venir.	L'évaluation formative est facteur de réussite.	L1	Les enseignements concernant les UE et EC disciplinaires	Tous les semestres	Tous les étudiants en intermission ou ceux en difficulté sur les CC durant les semestres	-	-	Entre 40 et 150 selon les créneaux	Un enseignant	NON	10	20	869,60 €
STAPS		L1	SUIVI INDIVIDUEL	Accompagnement sportif de haut niveau	Suivi très individualisé, sur rendez-vous, par semestre en fonction du calendrier annuel des compétitions et des entraînements	Structurer leurs choix et échéances de révisions et d'évaluation	Les HN sont en difficulté dans la réussite dans nos mentions	L1	Toutes les disciplines évaluées en CC ou CT	Tous les semestres	Sportif HN L1	1	6	6	Un enseignant	NON	6	12	521,76 €
STAPS		L2-L3	TUTORAT	Tutorat étudiant	Accompagnement méthodologique et disciplinaire	Préparation aux examens. Aide sur les contenus disciplinaires Recrutement de tuteurs issus de formations et d'années diverses	Valoriser la maîtrise des contenus est insuffisante.	L2-L3	Toutes les disciplines évaluées en CC ou CT	Tous les semestres	Pour les étudiants de tous les mentions L1 STAPS	15	30 en moyenne hebdomadaire	Un étudiant avec un enseignant référent	NON	75	150	4 354,50 €	
STAPS		L2-L3	REMEDATION DISCIPLINAIRE	Rémédiation	Accompagnement durant l'année sous forme de TD de 2h réalisés par les responsables d'EC	Revenir sur les contenus et compétences non stabilisés.	Reprendre des contenus des CM et TD avec des effectifs ciblés selon leurs besoins	L2-L3	Tous les enseignements théoriques mais non méthodologiques	Tous les semestres	Les étudiants identifiés selon les CC et/ou leurs besoins	-	-	Entre 20 et 40 selon les créneaux	Un enseignant	NON	20	40	1 736,20 €
STAPS		L2-L3	SUIVI INDIVIDUEL	Accompagnement sportif de haut niveau	Suivi très individualisé, sur rendez-vous, par semestre en fonction du calendrier annuel des compétitions et des entraînements	Structurer leurs choix et échéances de révisions et d'évaluation	Les HN sont en difficulté dans la réussite dans nos mentions	L2-L3	Toutes les disciplines évaluées en CC ou CT	Tous les semestres	SBN	1	4	4	Un enseignant	NON	4	8	347,84 €
LVE	LEA	L1	REMEDATION DISCIPLINAIRE	rémédiation en droit	soutien sur demande en droit	Aide aux étudiants en difficulté en droit	certaines étudiants ont des difficultés en droit	Licence LEA tous les parcours	droit	S1 et S2	Etudiants qui et tout étudiant souhaitant renforcer ses bases en droit	1	40	40	enseignant	non	12h	12	521,76 €
LVE	LEA	L1	REMEDATION DISCIPLINAIRE	rémédiation économie	soutien sur demande en économie	Aide aux étudiants en difficulté en économie	certaines étudiants ont des difficultés en économie	Licence LEA tous les parcours	économie	S1 et S2	Etudiants qui et tout étudiant souhaitant renforcer ses bases en économie	1	40	40	enseignant	non	12h	12	521,76 €
LVE	LEA	L1	REMEDATION DISCIPLINAIRE	dédoublement de TD	dédoublement des cours de grammaire et d'expression écrite en russe	améliorer l'individualisation de la prise en charge pédagogique	Aider les étudiants débutants LV2	Licence LEA parcours anglais/russe	russe	S1 et S2	tous les étudiants inscrits dans le parcours	1	20	20	enseignant	non	24h	48	2 087,04 €
LVE	LEA	L1	TUTORAT	Tutorat anglais-allemand	aide par les pairs et travail ciblé en LV2 allemand	aide et accompagnement à la demande pour les étudiants en difficulté en LV2 en particulier	Des étudiants ont besoin d'un accompagnement plus renforcé et répondent mieux à l'aide des pairs qu'à un enseignant	Licence LEA parcours anglais/allemand	allemand	S1 et S2	tout étudiant souhaitant recourir à cet accompagnement	1	20	20	étudiant	non	30h	60	1 741,80 €

LVE	LEA	L1	TUTORAT	Tutorat anglais-espagnol	aide par les pairs et travail ciblé en LV2 espagnol	aide et accompagnement à la demande pour les étudiants en difficulté en LV2 en particulier	Des étudiants ont besoin d'un accompagnement plus renforcé et répondent mieux à l'aide des pairs qu'à un enseignant	Licence LEA parcours anglais/espagnol	espagnol	S1 et S2	tout étudiant souhaitant recourir à cet accompagnement	1	20	20	étudiant	non	30h	60	1 741,80 €
LVE	LEA	L1	TUTORAT	Tutorat anglais-italien	aide par les pairs et travail ciblé en LV2 italien	aide et accompagnement à la demande pour les étudiants en difficulté en LV2 en particulier	Des étudiants ont besoin d'un accompagnement plus renforcé et répondent mieux à l'aide des pairs qu'à un enseignant	Licence LEA parcours anglais/italien	italien	S1 et S2	tout étudiant souhaitant recourir à cet accompagnement	1	20	20	étudiant	non	30h	60	1 741,80 €
LVE	LEA	L1	TUTORAT	Tutorat anglais-russe	aide par les pairs et travail ciblé en LV2 russe	aide et accompagnement à la demande pour les étudiants en difficulté en LV2 en particulier	Des étudiants ont besoin d'un accompagnement plus renforcé et répondent mieux à l'aide des pairs qu'à un enseignant	Licence LEA parcours anglais/russe	russe	S1 et S2	tout étudiant souhaitant recourir à cet accompagnement	1	20	20	étudiant	non	30h	60	1 741,80 €
LVE	LEA	L1	TUTORAT	Tutorat anglais LVA	aide par les pairs et travail ciblé en LVA Anglais	aide et accompagnement à la demande pour les étudiants en difficulté en LVA en particulier	Des étudiants ont besoin d'un accompagnement plus renforcé et répondent mieux à l'aide des pairs qu'à un enseignant	les 4 parcours de la licences LEA	anglais	S1 et S2	tout étudiant souhaitant recourir à cet accompagnement	1	20	20	étudiant	non	30h	60	1 741,80 €
LVE	LLCER	L1	TUTORAT	Tutorat en Anglais	Accompagnement personnalisé.	Améliorer le niveau général en favorisant une démarche personnalisée	Nécessité de renforcer et améliorer les fondamentaux	L1 LLCER Anglais. Ouvert aux LV2.	Enseignements fondamentaux - Langue	S1 et S2	Etudiants "Où.s'i" Etudiants repérés lors du test de la prérentrée (surtout 12 ou moins en grammaire)	1	16	48	TROIS ETUDIANTS	non	60	120	3 483,60 €
LVE	LLCER	L1	TUTORAT	Tutorat en Espagnol	Accompagnement personnalisé. (2h par semaine sur un total de 4h mises à la disposition des étudiants)	Améliorer le niveau général en favorisant une démarche personnalisée	Nécessité de renforcer et améliorer les fondamentaux	L1 LLCER ESPAGNOL. Ouvert aux LV2	Enseignements fondamentaux - Langue	S1 et S2	Etudiants "Où.s'i" et étudiants volontaires	1	Environ 10	VARIABLE	DEUX ETUDIANTS	non	40	80	2 322,40 €
LVE	LLCER	L1	TUTORAT	Tutorat en Langues nordiques	Accompagnement personnalisé	Pour renforcer les compétences méthodologiques	Nécessité de renforcer les compétences méthodologiques	L1 LLCER Études nordiques	Méthodologie	S1 et S2	Toute la population, obligatoire pour les étudiants en OUI SI	1	25	25	DEUX ETUDIANTS	Non	24	48	1 399,44 €
LVE	LLCER	L1	TUTORAT	Tutorat en Italien	Accompagnement personnalisé	Améliorer le niveau général en favorisant une démarche personnalisée	Nécessité de renforcer et améliorer les fondamentaux	L1 LLCER Italien	Enseignements fondamentaux - Langue (grammaire et expression)	S1 et S2	Etudiants "Où.s'i" et étudiants volontaires	1	6	VARIABLE	UN ETUDIANT	Non	24	48	1 393,44 €
LVE	LLCER	L1	TUTORAT	Tutorat en Russe	Accompagnement personnalisé	Améliorer le niveau général en favorisant une démarche personnalisée	Nécessité de renforcer et améliorer les fondamentaux	L1 LLCER Russe (Mutualisé avec LEA) Ouvert aux LV2.	Matières fondamentales du diplôme	S1 et S2	Etudiants "Où.s'i" et étudiants volontaires	1		10	UN ETUDIANT	non	20	40	1 161,20 €
LVE	LLCER	L1	TUTORAT	Tutorat en Allemand	Accompagnement personnalisé	Aide et accompagnement à la demande pour les étudiants en difficulté en LV2 en particulier	Des étudiants ont besoin d'un accompagnement plus renforcé et répondent mieux à l'aide des pairs qu'à celle d'un enseignant	L1 LLCER Allemand (Mutualisé avec LEA) Ouvert aux LV2.	Aide en fonction des besoins et travail ciblé en LV2.	S1 et S2	Tout étudiant volontaire	1	20	20	UN ETUDIANT	non	30	60	1 741,80 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Anglais	TD en laboratoire de langues (24 étudiants) et exercices en ligne.	Remise à niveau	Présence de difficultés et lacunes.	L1 LLCER Anglais.	Enseignements fondamentaux - Langue	S1 et S2	Etudiants "Où.s'i" et étudiants volontaires	2	24	48	UN ENSEIGNANT	non	12	24	1 043,52 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Espagnol	Travail approfondi sur les fondamentaux. (Cours de 2h par semaine).	Remise à niveau.	Présence de difficultés et lacunes.	L1 LLCER ESPAGNOL.	Enseignements fondamentaux - Langue	S1 et S2	Etudiants "Où.s'i" et étudiants repérés lors du test de rentrée	1	Environ 20	Environ 20	UN ENSEIGNANT	non	24	48	2 087,04 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Langues nordiques	Cours de soutien en pratique orale et écrite en langue de spécialité	Renforcement des compétences disciplinaires	Nécessité de renforcer les compétences disciplinaires	L1 LLCER Études nordiques	Matières fondamentales du diplôme	S1 et S2	Etudiants en difficulté	5	4	20	Enseignant	Non	10	10	434,80 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Italien	Cours de renforcement italien LV1 et Cours de LV3 Italien	Remise à niveau.	Présence de difficultés et lacunes.	L1 LLCER Italien	Enseignements fondamentaux - Langue	S1 et S2	Etudiants "Où.s'i" et étudiants en difficulté	1	5 à 10	5 à 10	Enseignant	non	24	48	2 087,04 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Russe	Cours de LV3 Russe	Renforcer le niveau en langue	Présence de difficultés et lacunes.	L1 LLCER Russe (Mutualisé avec LEA).	Enseignements fondamentaux - Langue	S1 et S2	Etudiants "Où.s'i"	1	10	10	Enseignant	non	24	48	2 087,04 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Allemand	Cours de LV3 (2h par semaine)	Remise à niveau.	Présence de difficultés et lacunes.	L1 LLCER Allemand (mutualisé avec LEA), et Allemand LV2.	Enseignements fondamentaux - Langue	S1 et S2	Etudiants repérés lors de la prérentrée (moins de 40 au test de niveau de la prérentrée).	1	Environ 5	Environ 5	UN ENSEIGNANT	non	24	48	2 087,04 €
LVE	LLCER	L1	REMEDATION DISCIPLINAIRE	Remédiation en Allemand	Renforcement en grammaire et en vocabulaire. (1h par semaine)	Améliorer le niveau général.	Nécessité de renforcer et améliorer les fondamentaux	L1 LLCER Allemand (mutualisé avec LEA), et Allemand LV2.	Enseignements fondamentaux - Langue	S1 et S2	Etudiants repérés lors de la prérentrée (moins de 40 ou entre 40 et 50 au test de niveau) et étudiants volontaires.	1	Environ 5	Environ 5	UN ENSEIGNANT	non	12	24	1 043,52 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en langue anglaise	Soutien en langue anglaise pour atteindre et dépasser le niveau minimal attendu en L1 LEA.	Remédier aux difficultés de certains étudiants qui n'ont pas le niveau requis en langue anglaise.	Constat des difficultés rencontrées en L1 par certains étudiants qui n'ont pas le niveau requis en langue anglaise	Licence LEA tous les parcours	langue anglaise	S1 et S2	OUI-SI	1	40	40	enseignant	non	12h	24	1 043,52 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en culture anglaise	Approche innovante de l'anglais à travers des pratiques culturelles.	Remédier aux difficultés de certains étudiants qui n'ont pas le niveau requis en culture anglophone donc des difficultés en civilisation de ce fait	Constat des difficultés rencontrées en L1 par certains étudiants qui n'ont pas le niveau requis en culture anglophone donc des difficultés en civilisation de ce fait	Licence LEA tous les parcours	civilisation anglaise	S1 et S2	OUI-SI	1	40	40	enseignant	non	12h	24	1 043,52 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en langue allemande	Soutien en langue allemande pour atteindre et dépasser le niveau minimal attendu en L1 LEA.	Remédier aux difficultés de certains étudiants qui n'ont pas le niveau requis en allemand	Constat des difficultés rencontrées en L1 par certains étudiants qui n'ont pas le niveau requis en allemand	Licence LEA parcours anglais/allemand	allemand	S1 et S2	OUI-SI	1	40	40	enseignant	non	24h	48	2 087,04 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en langue italienne	Mise à niveau pour les étudiants grands débutants en Italien.	Remédier aux difficultés de certains étudiants en Italien	Constat des difficultés rencontrées en L1 par certains étudiants en Italien	Licence LEA parcours anglais/italien	italien	S1 et S2	OUI-SI	1	40	20	enseignant	non	24h	48	2 087,04 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en langue espagnole	Renforcement des compétences en compréhension et expression, orale et écrite. / Exercices pratiques pour consolider les acquis. / Contenus interactifs favorisant la participation et l'expression orale.	Soutenir la progression et favoriser la réussite dans le cursus.	Cette action vise à remédier aux difficultés en espagnol, renforcer les compétences linguistiques et accompagner les étudiants pour réduire l'échec et l'abandon en L1.	Licence LEA parcours anglais/espagnol	espagnol	S1 et S2 (étalement sur l'année à partir de novembre)	OUI-SI	1	30	30	enseignant	non	12h	24	1 043,52 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en langue russe	Mise à niveau pour les étudiants grands débutants en russe	Remédier aux difficultés de certains étudiants en russe	Constat des difficultés rencontrées en L1 par certains étudiants en russe	Licence LEA parcours anglais/russe	russe	S1 et S2	OUI-SI	1	40	10	enseignant	non	24h	48	2 087,04 €
LVE	LEA	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en mathématiques	Remise à niveau et perfectionnement en mathématiques adaptés aux étudiants LEA.	Remédier aux difficultés de certains étudiants qui n'ont pas le niveau requis en mathématiques	Constat des difficultés rencontrées en L1 par certains étudiants qui n'ont pas le niveau requis en mathématiques	Licence LEA tous les parcours	mathématiques	S1 et S2	OUI-SI	1	25 (cours en salle info)	25	enseignant	non	12h	24	1 043,52 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Anglais	TD en laboratoire de langues (24 étudiants) et exercices en ligne.	Remise à niveau	Présence de difficultés et lacunes.	L1 LLCER Anglais.	Enseignements fondamentaux - Langue	S1 et S2	OUI-SI	2	24	48	UN ENSEIGNANT	non	12	24	1 043,52 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Espagnol	Travail approfondi sur les fondamentaux. (Cours de 2h par semaine).	Remise à niveau.	Présence de difficultés et lacunes.	L1 LLCER ESPAGNOL.	Enseignements fondamentaux - Langue	S1 et S2	OUI-SI	1	Environ 20	Environ 20	UN ENSEIGNANT	non	24	48	2 087,04 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Langues nordiques	Cours de soutien en pratique orale et écrite en langue de spécialité	Renforcement des compétences disciplinaires	Nécessité de renforcer les compétences disciplinaires	L1 LLCER Études nordiques	Matières fondamentales du diplôme	S1 et S2	OUI-SI	5	4	20	Enseignant	Non	10	10	434,80 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Italien	Cours de renforcement italien LV1 et Cours de LV3 Italien	Remise à niveau.	Présence de difficultés et lacunes.	L1 LLCER Italien	Enseignements fondamentaux - Langue	S1 et S2	OUI-SI	1	5 à 10	5 à 10	Enseignant	non	24	48	2 087,04 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Russe	Cours de LV3 Russe	Renforcer le niveau en langue	Présence de difficultés et lacunes.	L1 LLCER Russe (Mutualisé avec LEA).	Enseignements fondamentaux - Langue	S1 et S2	OUI-SI	1	10	10	Enseignant	non	24	48	2 087,04 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Allemand	Cours de LV3 (2h par semaine)	Remise à niveau.	Présence de difficultés et lacunes.	L1 LLCER Allemand (mutualisé avec LEA), et Allemand LV2.	Enseignements fondamentaux - Langue	S1 et S2	OUI-SI	1	Environ 5	Environ 5	UN ENSEIGNANT	non	24	48	2 087,04 €
LVE	LLCER	L1 OUI-SI	REMEDATION DISCIPLINAIRE	Remédiation en Allemand	Renforcement en grammaire et en vocabulaire. (1h par semaine)	Améliorer le niveau général.	Nécessité de renforcer et améliorer les fondamentaux	L1 LLCER Allemand (mutualisé avec LEA), et Allemand LV2.	Enseignements fondamentaux - Langue	S1 et S2	OUI-SI	1	Environ 5	Environ 5	UN ENSEIGNANT	non	12	24	1 043,52 €
LVE	LEA	L2-L3	REMEDATION DISCIPLINAIRE	Soutien linguistique personnalisé en langues (allemand)	soutien en langues	aider les étudiants en difficulté en langues, soutien individualisé et ciblé	certains étudiants rencontrent des difficultés en langues	Licence LEA Anglais/Allemand	allemand	S1, S4, S5, S6	L2-L3	12	1	12	enseignant	non	12h	24	1 043,52 €

