

**Expert's Report on the Accreditation of Study Programs
at the
World Maritime University in Malmö, Sweden**

1412-xx-2



10. Meeting of the ZEvA Commission on 07.07.2020

TOP 4.01

Study Program	Degree	ECTS	Programme Duration	Type of Programme	typical annual intake	maximum annual intake
Master of Science in Maritime Affairs	M.Sc.	90 ¹	14 months	full time	125	142
Accelerated programme		66 ²	10 months	full time		
Maritime Affairs	PhD		3-4 years	full time	4	
Part-time	PhD		4-6 years	part time	5	

¹ including 10 non-degree-credits

² including 6 non-degree-credits

Accreditation contract signed on: 23. January 2019

Documentation handed in on: 30 January 2020

Date of site visit: 11.-13. March 2020

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Table of Contents

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Hanover, 05.06.2020

Table of Contents

Table of Contents	I-3
I. Final Vote of the Expert Panel and Decision of the Accreditation Commission.....	I-4
1. Decision of the ZEvA Commission	I-4
2. Final Vote of the Expert Panel	I-5
2.1 General Aspects	I-5
2.2 Master of Science in Maritime Affairs (M.Sc.)	I-5
2.3 Doctor of Philosophy in Maritime Affairs (PhD)	I-6
II. Evaluation Report of the Expert Panel	II-1
Introduction: Purpose, Design and Context of the Accreditation Procedure	II-1
1. Assessment of the Study Programmes	II-2
1.1 Institutional Governance and Management.....	II-2
1.2 Intended Learning Outcomes	II-4
1.3 Concept and structure of the Study Programme	II-8
1.4 Teaching Faculty	II-12
1.5 Infrastructure, Resources and Student Support	II-13
1.6 Student Assessment.....	II-14
1.7 Quality Assurance	II-15
1.8 Transparency and Public Information.....	II-16
1.9 General Findings and Impressions of the Expert Panel.....	II-16
III. Appendix.....	III-1
1. University's Response to the Expert Report	III-1

I Final Vote of the Expert Panel and Decision of the Accreditation Commission

1 Decision of the ZEvA Commission

I. Final Vote of the Expert Panel and Decision of the Accreditation Commission

1. Decision of the ZEvA Commission

The ZEvA Commission follows the experts' report and recommendations and takes note of the university's response.

Master of Science in Maritime Affairs (M.Sc.)

The ZEvA-commission decides to accredit the Master's programme "Master of Science in Maritime Affairs" with the degree of Master of Science as offered by the World Maritime University in Malmö for the duration of six years without conditions.

Doctor of Philosophy in Maritime Affairs (PhD)

The ZEvA-Commission decides to accredit the doctoral programme "Doctor of Philosophy in Maritime Affairs" with the degree Doctor of Philosophy as offered by the World Maritime University in Malmö for the duration of six years without conditions.

I Final Vote of the Expert Panel and Decision of the Accreditation Commission

2 Final Vote of the Expert Panel

2. Final Vote of the Expert Panel

2.1 General Aspects

2.1.1 General Recommendations:

- The experts recommend setting down regulations for the programmes in a single, formal document (e.g. Study and Assessment Rules) apart from the Academic Handbook which would serve as a contract between WMU and its students and should only be amended if the programme is subject to changes.
- The experts recommend that WMU expand their effort to publish in high-impact publications (PhD students and faculty alike) to further enhance WMU's visibility.
- The experts recommend engaging visiting faculty in their own research and invite some of them as co-supervisors for PhD candidates. This would also serve to compare standards for PhD degrees with other institutions.
- The experts recommend that WMU increases interaction and co-operation with other universities, especially on the PhD level, to improve international visibility.
- The experts recommend that WMU continues their effort to enhance recognition of their degrees in the European Higher Education Area and beyond.
- The experts recommend also evaluating student workload to assess the feasibility of the allocated hours and gain insight on in the amount of time students spend with self-study. The results could be used to either adjust the allocated hours or the scope of the work students have to perform in their self-study time.

2.2 Master of Science in Maritime Affairs (M.Sc.)

2.2.1 Recommendations:

- The experts recommend eliminating this distinction between degree and non-degree credits, devising a form of exam for the field studies based on a written report and to look for ways of making the field studies mandatory, e.g. by providing financial aid to students who otherwise could not afford them.
- The experts recommend devising a recognition procedure based on the principles of the Lisbon Treaty and to award credits for recognised qualifications, bringing students with advanced standing also up to 90 ECTS credits.
- The experts recommend extending the duration of the programme to increase the feasibility of the study plan.

1 Final Vote of the Expert Panel and Decision of the Accreditation Commission

2 Final Vote of the Expert Panel

2.2.2 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the Master's programme "Master of Science in Maritime Affairs" with the degree of Master of Science for the duration of five years without conditions.

2.3 **Doctor of Philosophy in Maritime Affairs (PhD)**

2.3.1 Recommendations:

- The experts recommend that PhD students should be encouraged to teach and publish during the PhD programme to enhance their qualification to a different level and give them deeper insight into knowledge transfer. Their teaching and publication responsibilities could also be defined in a contract.
- The experts recommend streamlining the governance structure and reduce the organisational complexity, thus making the responsibilities of the different bodies more transparent.

2.3.2 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the doctoral programme "Doctor of Philosophy in Maritime Affairs" with the degree Doctor of Philosophy for the duration of five years without conditions.

II Evaluation Report of the Expert Panel

0 Introduction: Purpose, Design and Context of the Accreditation Procedure

II. Evaluation Report of the Expert Panel

Introduction: Purpose, Design and Context of the Accreditation Procedure

It is the purpose of this accreditation procedure to re-assess the quality of the study programmes of the World Maritime University in Malmö, Sweden (WMU) against international standards. The assessment is based on ZEvA's Assessment Framework as laid out in the manual "External Assessment of Study Programmes – A Manual for Reviewers and Higher Education Institutions". This assessment framework is based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (2015), the "Framework for Qualifications for the European Higher Education Area" (2005) and the "ECTS User's Guide" (2015).

For the purpose of assessing WMUs programmes, WMU was asked to hand in a self-report on their programmes, describing in detail their institution and the programmes to be assessed, covering all aspects of ZEvA's assessment framework.

After receiving the self-report and assembling an expert panel for the accreditation procedure, a site-visit was conducted in Malmö. During the site-visit, the expert panel had the opportunity to speak with the university's management and teaching staff as well as students of both study programmes. Also, the members of the expert panel were given a tour of the university's facilities.

Both study programmes have been accredited by ZEvA in 2015 and are due to be reaccredited in 2020. The accreditation was issued without conditions. The experts gave recommendations to further enhance the quality of WMU's study programmes, and WMU has documented in their current self-report in how far these recommendations were implemented.

This report is based on the experts' assessment of the university's self-report and their findings during the site-visit. It will serve as a basis for the ZEvA Commission to decide on the accreditation of the university's study programmes. In the case of a positive decision by the Commission, ZEvA will award its quality seal for a limited time period, after which the university can reapply for re-accreditation.

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

1. Assessment of the Study Programmes

1.1 Institutional Governance and Management

General Organisation

The World Maritime University was founded by the International Maritime Organization (IMO), the United Nations' specialized agency for maritime affairs, and opened in Malmö in 1983. As such, WMU is "owned" by IMO's 174 member states. The university is, in fact, stateless, and as a UN institution, it has the status of an embassy in Malmö. In 2005, WMU also started to offer degree programmes in China, which are not covered by this report.

The organisational structure of WMU is laid out in its charter, adopted by IMO's Assembly. As laid out in the charter, the university is governed first and foremost by IMO. WMU's highest governing body is the IMO Assembly, consisting of all member states, which meets biennially. The Assembly elects WMU's executive organ, the IMO Council, which meets twice a year, oversees the budget and coordinates all activities of WMU's organs. IMO's Secretary-General also acts as a chancellor of the university and appoints both the president and WMU's Board of Governors, which meets at least annually and comprises 30 members from outside the university. It is assisted by an Executive Board which meets at least three times a year and has 11 members also external to the university.

The Board of Governors also appoints the Academic Council, which is presided over by the president and includes all academic staff. The Academic Council has appointed several sub-committees, including the Curriculum and Assessment Committee (CAC), the Admissions Boards, the Quality Assurance Committee, the Information and Communications Technology Committee, the Research Ethics Committee et.al. It is advised by External Examiners (senior members of academic staff at other universities), who spend a week each year at WMU, and the Faculty Forum, open to all faculty, staff, and students.

The expert panel notes the clearly defined organisational structure that has served WMU well in the past and is well documented on their website. The experts also recognize the amendment of WMU's charter to also include staff and student representatives in the Academic Council, Executive Board and Board of Governors.

Mission, Vision and Strategic Goals

WMU describes its vision, mission and strategic goals as follows:

Vision

To inspire leadership and innovation for a sustainable maritime and oceans future

Mission

WMU's mission is to be the world centre of excellence in postgraduate maritime and oceans education, professional training and research, while building global capacity and promoting sustainable development.

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

Strategic Directions

For the period 2020 - 2023, the University is pursuing four strategic directions, designed to enable WMU to pursue its mission objectives in the years ahead:

- 1: Educating and Fostering Maritime and Ocean Leaders
- 2: Enhancing Maritime and Ocean Research
- 3: Enhancing Strategic Collaboration and Partnerships
- 4: Strengthening Financial and Institutional Sustainability¹

In 2015, WMU's mandate was extended to ocean affairs and thus it has placed a special focus on the United Nations Sustainable Development Goals and aiding IMO's member states in implementing them. As a result, WMU has also introduced new specialisations to their programmes: Maritime Energy Management and Ocean Sustainability, Governance & Management.

The expert panel agrees that WMU has a clearly defined institutional profile and a succinct vision of quality, both of which are well documented and made available on WMU's website. The experts have seen clear evidence, that this vision of quality creates a sound basis for the development and realisation of WMU's study programmes. In the self-report this vision is further elaborated:

To consistently offer to learners an innovative, relevant and engaging learning environment that leads to the achievement of appropriate, informed and well-designed learning outcomes at the highest possible levels of excellence, and that prepares and empowers learners to optimally address current and future challenges as global leaders.

Equal Opportunities

WMU also has a clear equal opportunities policy and a commitment to the UN's Millennium Development Goals. The expert panel commends the university for its efforts at increasing the number of female students from 3% to 26% and even 30% in their PhD programme. Gender balance is an important factor in granting PhD fellowships, and WMU has introduced a new PhD fellowship under the project "Empowering Women for the United Nations' Decade of Ocean Science for Sustainable Development". WMU has also made progress in the recruitment of female faculty members and staff, with 20% of the faculty and more than 50% of staff are women. In general, WMU ensures equal opportunities for men and women in a difficult, still male-dominated field. The experts commend WMUs proactive support of female students and their success in enhancing their gender balance. Their active role in gender diversity in the maritime field is exemplary.

The only area where granting equal opportunities has proved problematic is in the enrolment of disabled students. Due to WMUs political status, it is difficult to organize UN health insur-

¹ Self-report, p 7

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

ance for non-EU students with pre-existing health conditions before enrolment, and students with disabilities are excluded from the Swedish health insurance system. Nevertheless, WMU has enrolled one student bound to a wheelchair and made special provision for him in teaching, but for the most part, disabled students from outside of the EU do not have general access to WMU's programmes, for which the university at self is not at fault. WMU's building allows access for students with mobility difficulties, and WMU can adjust teaching methods according to students' disabilities.

Student Mobility and Internationalisation

Internationalisation is at the core of WMU, as it is an international university and almost all students come from outside Sweden. The study programmes have a decidedly international focus and the students conduct field studies in an international context. So, for the most part, the enrolled students do not feel the need to spend some time abroad at another university and come back afterwards. Most of the students are on leave from their current employment and need to finish their studies within the required time, and many are financed by their employers or donors, and these funds cannot easily be used to finance studies at another university. Moreover, the students are excluded from the European Erasmus-network, as WMU is not a European institution. The experts appreciate that student mobility is not an essential issue for the students involved and that there are considerable logistical hindrances. In WMU's initial accreditation, the experts recommended to give students at least the opportunity to spend some time at WMU's Chinese institutions, but this is still not possible except for self-funded students, which are a clear minority. The experts recognise that this is due to WMU's special status and clientele and does not see this as a deficiency of their programmes. They commend WMU on their "internationalisation at home" or reverse mobility, as most students come from developing countries all over the world and students get the opportunity to work with a very international faculty and do field studies. The experts would only recommend that WMU increases interaction and co-operation with other universities, especially on the PhD level, to further their international status. Furthermore, the experts recommend that WMU continues their effort to enhance recognition of their degrees in the European Higher Education Area and beyond, while recognising the progress made and also the limitations of WMUs possibilities in this respect.

1.2 Intended Learning Outcomes

The university has formulated intended learning outcomes (ILOs) for both study programmes and for individual study units or subjects, what in the context of the ECTS User's Guide might be called modules. These learning outcomes cover key competencies within the programme's field of study and interdisciplinary aspects as well as the future employability of the students. The individual learning outcomes of the subjects are laid out in the Subject, Assessment and Delivery Plan (SADP) issued for each programme. Information about the intended learning outcomes of the programme as a whole is given in the Academic Handbook

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

published for each year of enrolment.

1.2.1 M.Sc. Programme

WMU describes the intended learning outcomes of the Master's programme in their self-report (p 24 ff) as follows:

On successful completion of the programme the student should be able to:

Knowledge and understanding

- demonstrate an overview, knowledge and understanding of Maritime Affairs, as well as specific knowledge in one of the following specialisations: Maritime Education & Training; Maritime Energy Management; Maritime Law & Policy; Maritime Safety & Environmental Protection; Ocean Sustainability, Governance & Management; Port Management; or Shipping Management & Logistics;
- demonstrate insight into current research and development work as well as specialised methodological knowledge in the subject areas of the chosen specialisation; and
- exhibit deep knowledge and understanding of International Maritime Organization (IMO) conventions and regulations, and the United Nations sustainable development goals (UN SDGs).

Competence and skills

- demonstrate the ability to integrate knowledge and analyse, assess and deal with complex maritime and ocean phenomena, issues and situations even with limited information;
- demonstrate the ability to identify and formulate issues autonomously as well as to plan and undertake, using appropriate methods, advanced tasks within predetermined time frames;
- communicate confidently and clearly in English in a professional context through speech and writing to report clearly and discuss conclusions and the knowledge and arguments on which they are based in dialogue with different audiences;
- develop expert leadership, problem-solving and critical analysis skills, while operating and interacting in an international and multi-cultural environment;
- apply skills required for participation in research and development work, to contribute to the sustainable development of the maritime industry; and
- exhibit the possession of interdisciplinary maritime knowledge necessary to contribute to national and international capacity building and to fulfil their national and international responsibilities for effective maritime development.

Judgement and approach

- make assessments and evaluations within the fields of maritime and ocean affairs that are informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work;
- work effectively, both independently and in groups, to integrate complex knowledge from different aspects of the maritime and ocean fields;
- make full use of a maritime network that spans the globe and crosses all areas of maritime activity while gaining insight into the possibilities and limitations of research, its role in soci-

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

ety and the responsibility of the individual for how it is used; and

- develop the ability to identify the personal need for further knowledge and take responsibility for continuous learning.

Research

- carry out an independent maritime or ocean research project;
- communicate the results of this independent work by successfully completing an MSc dissertation of 20 EC.

The academic Handbook of 2020 provides a shorter version of the ILOs:

MSc graduates are:

- equipped with the knowledge necessary to contribute to national and international capacity building and to fulfil their national and international responsibilities for effective maritime development
- possessed of expert leadership, problemsolving and critical analysis skills
- able to contribute to the sustainable development of the maritime industry
- knowledgeable about IMO governance, regulations, Conventions and policies as well as the Sustainable Development Goals of the United Nations
- competent in addressing the changing needs of the maritime industry and oceans governance
- equipped with hands-on and contemporary knowledge acquired from both resident and visiting faculty
- able to operate and interact in an international and multi-cultural environment
- members of a maritime network that spans the globe and crosses all areas of maritime activity
- able to communicate confidently in English in a professional context

1.2.2 PhD Programme

In the self-report, the ILOs of the PhD programme are described as follows:

On successful completion of the programme the student should be able to:

Research skills

1. identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work;
2. make a significant contribution to the formation of knowledge through his or her own research, through a dissertation;
3. describe the nature of academic research and its role in policy determination and optimisation;
4. identify and explain the processes and requirements for the conduct of appropriate academic research;
5. explain the main methodologies of research including qualitative and quantitative methodologies and their strengths and weaknesses;
6. choose appropriate methodologies and methods for specific research questions

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

7. use different tools/methods for conducting research;
8. (as appropriate to a student's own research questions) use different statistical tools and interpret their outcomes in social and operational contexts;
9. recognize the necessity of and requirements for research ethics including those related to plagiarism; and
10. develop a plan to continuously evaluate and improve their own research skills and the application of their findings for practical ends.

Critical thinking skills

1. identify the need for further knowledge;
2. conduct scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues and situations autonomously and critically;
3. demonstrate specialised insight into the possibilities and limitations of research, its role in society globally and the responsibility of the individual for how it is used;
4. critically review existing literature in own subject area showing in-depth analytical, evaluation and synthesis abilities in the interrogation of information from diverse sources;
5. develop a learning strategy that incrementally shows advanced critique of theories and practices in the domain; and
6. demonstrate critical and analytical thinking skills in answering academic queries from peers, faculty and the wider University community and in the interpretation of research results.

Academic practitioner skills

1. demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics;
2. contribute to sustainable development in the maritime and oceans sectors and support the learning of others through research, education, publication and advice;
3. define the attributes of a scholar and the relevance of academic work to industry practice in their own discipline(s);
4. apply effective project management techniques (in relation to own resource and time management, goal and milestone setting and evaluation of performance) for the purpose of completing research work;
5. exhibit an awareness of developments in own area of work and contemporary knowledge in domain;
6. create and/or promote appropriate peer-networks for improving research in their specific subject area and for the optimisation of a knowledge based society;
7. apply research skills to the production of a distinct and original work in the form of a dissertation and under examination conditions show professional ability as a researcher; and
8. use technology (hardware and software) required in the particular research domain of interest.

Professional communicator skills

1. present and discuss research and research findings authoritatively in speech and writing and in dialogue with both the academic and the maritime community, in both national and international contexts;
2. communicate complex ideas in a coherent, organized and technically sound manner and with clarity;
3. demonstrate advanced scholarship in subject area through communication of own research

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

outcomes in a local and international context;

4. discuss the requirements for publicising findings and the underpinning scientific rationale
5. communicate research findings via appropriate academic media;
6. use correct citation techniques and apply the relevant style to the referencing of academic text;
7. properly acknowledge the work of others both in written and oral communication; and
8. appreciate and use proper research and subject area terminology.

For each progression stage of the PhD programme, individual intended learning outcomes are formulated in the course descriptions.

1.2.3 Assessment

The expert panel commends WMU on the formulation of these learning outcomes and sees a definite improvement in comparison to the initial accreditation. The learning outcomes correspond to the contents of the programmes, and the intended learning outcomes of the individual subjects sufficiently relate to the overall learning outcomes. The ILOs not only cover competencies of the relevant field but also outside of it, take their students' employability into account and correspond to the respective level in the Framework of Qualifications for the European Higher Education Area.

In WMU's initial accreditation, the experts recommended individual learning outcomes for each specialisation. WMU has as yet not implemented this recommendation. Information on the specialisations can be found in the Academic Handbook.

1.3 Concept and structure of the Study Programme

1.3.1 MSc in Maritime Affairs

Structure

The Master's programme in Maritime Affairs is offered in a standard and accelerated version. The standard programme awards a total of 90 ECTS credits, including 10 non-degree credits, and runs for a period of 14 months. The non-degree credits do not contribute to the overall grade point average. Students who already have a postgraduate qualification relevant to the programme can apply for advanced standing and thus can finish the accelerated version of the programme in 10 months for a total of 66 ECTS credits. One ECTS credit at WMU equals a total of 25 hours of student workload.

The programme is divided into 3 terms. The first term comprises 24 credits (4 non-degree for research methodology) for the Foundation Studies. In the second term, the students are divided into their respective Specialisations, for which 46 credits (6 non-degree for field studies and a seminar) are awarded. The students can choose between one of the following specialisations: Maritime Education & Training; Maritime Energy Management; Maritime Law & Policy; Maritime Safety & Environmental Protection; Ocean Sustainability, Governance & Man-

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

agement; Port Management; or Shipping Management & Logistics. Information on these specialisations is given in the Academic Handbook. During the third term, students are writing their dissertation and are awarded 20 credits.

The programme is further divided into course units or subjects of 4 or 8 credits (except for the dissertation with 20 credits). The contents, learning outcomes, teaching methods, student workload, assessment requirements etc. are laid out in the SADP.

The experts see the programme as well executed and designed in a way that students should be able to reach the intended learning outcomes and qualifications associated with a second-level degree according to the Qualifications Framework. In general, students will be able to finish the programme in the allotted time, demonstrated by very low attrition rates, although the experts feel, especially in the light of the diverse professional qualification of the students, that WMU could consider extending the duration of the programme to further increase the feasibility of the study plan and allow for more effective teaching and learning.

WMU offers a very contemporary programme in line with development goals by the UN and the IMO and is constantly adapted on the basis of current developments. The experts also commend WMU for the implementation of recommendations made in the initial accreditation. The structure and system of awarding credits have been revised, so the overall credits for the standard programme have been reduced to 90 and for the accelerated version to 66. The credits for the subjects have been streamlined according to the experts' recommendation and now feature either 4 or 8 credits. First-term grades are now also included in the overall grade point average. Finally, the dissertation was made mandatory, as recommended. The experts see these changes as definite improvements over the former structure of the programme.

However, the experts wish to address two issues in comparison to Master's programmes in the European Higher Education Area (EHEA). For one, the distinction between degree and non-degree credits seems artificial and unusual. As the main reason for this distinction, WMU stated that the three modules concerned (Research Methodology and Study Skills, Field Studies, Seminar on Maritime Transport Policy and Maritime Communications) do not conclude with a formal exam and are thus not graded. Especially for the field studies, WMU staff has stated that they would find it difficult to devise an exam and were so far unable to make the field studies mandatory, as some students do not have the financial resources. The experts do not see these reasons as sufficient, as on the one hand, according to the ECTS User's Guide, ECTS credits do not have to be awarded on the basis of a formal exam and not all study units need to be graded. On the other hand, it is common practice at other universities throughout Europe to assess field studies on the basis of a written report. Thus, the experts recommend eliminating this distinction, devising a form of exam for the field studies based on a written report and look for ways of making the field studies mandatory, e.g. by providing financial aid to students who otherwise could not afford them.

Secondly, the experts do not see the necessity to distinguish between a standard and accelerated programme. Granting students with prior qualifications equal to those in the programme advanced standing is a fairly regular occurrence throughout the EHEA but is usually

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

realized not by defining different versions of the programme but by recognition of prior qualifications of the applicants and awarding credits for these. The principles of this procedure are laid out in the Lisbon treaty and could easily be adapted to WMUs practice. This would ensure that all students receive the same amount of credits, in line with the distinction in the EHEA between Master's programmes of 60, 90 or 120 ECTS credits. Furthermore, some countries in the EHEA expect students to achieve at least 300 ECTS credits to award a Master's degree, and students would face problems with recognition of their degree if they are awarded less credits. The experts recommend devising a recognition procedure based on the principles of the Lisbon Treaty and to award credits for recognised qualifications, bringing students with advanced standing also up to 90 ECTS credits.

In general, the expert panel commends WMU on a good and well-documented structure, would however recommend setting down regulations for the programme in a single, official document (e.g. Study and Assessment Rules). So far, the programme is defined by the Academic Handbook, which is a brochure which is published each year in a different version, and the SADP, which only gives the descriptions of the course units. In contrast to the Academic Handbook, which seems more like an informal information brochure, a formal document could serve as a contract between the students and WMU and would only have to be amended if there are actual changes to the programme.

Entry Requirements

Entry requirements for the MSc Programme are given in the academic Handbook:

- a Bachelor's degree in a relevant discipline, or an equivalent university qualification or
- the highest grade certificate of competency for unrestricted service as master mariner or chief engineer, or equivalent maritime qualifications and
- substantial, directly relevant professional experience
- competence in English language, demonstrated by an internationally recognised standard test
- computer competence (at least the ability to use Microsoft Office)

The Accelerated Programme has further requirements in addition to the ones above:

- a postgraduate qualification in an area directly relevant to the specialization which the student intends to follow
- senior level, directly relevant professional experience
- proficiency in English without attending the English and Study Skills Programme, and with a good score in the writing skills section of the test
- excellent IT skills

The Academic Handbook also gives guidelines for the English language requirements in the TOEFL, IELTS or Cambridge testing systems. Students who achieved below a certain score (e.g. IELTS: between 5.0 and 5.5) have to attend the English and Study Skills Programme (ESSP).

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

The first selection of students is often not undertaken at the university but by the student's employers or funders, who select students that they then suggest and WMU decides which of these are qualified for the programme. The exceptions to this approach are the few self-funded students who apply directly at WMU.

Modes of teaching and learning

In the first term, WMU mostly employs seminars and lectures for their courses. In the second term, the teaching and learning methods become more varied and include tutorials, presentations, simulations, a moot court etc. A focus of the programme delivery is on the connection of theory and practice, which is most apparent in the field studies but is also a principle throughout. Since teaching groups are relatively small, WMU can employ activating teaching methods throughout and also use problem-based approaches. Over the course of the programme, the students are expected to spend more time in self-study or small study groups to develop their own learning strategies. The experts commend WMU on their clear focus on student-centred teaching and learning. They also recognize WMU's progress in e-learning methods that can complement their teaching methods.

1.3.2 PhD in Maritime Affairs

Structure

The PhD programme of Maritime Affairs is usually completed within 3-6 years, after which a total of 240 ECTS credits are awarded. Students are required to undergo a Research Methods Course and four Progression Seminars. In addition to this, the students are awarded 180 credits for the dissertation..

In each Progression Seminar, the students are required to present the results of their research. The final dissertation can be completed as a monograph or as a compilation of published articles. The programme is completed with the defence of the dissertation.

Students can conduct their research in one of the following research priority areas:

- Environmental Impacts of Maritime Activities
- Maritime and Marine Technology and Innovation
- Maritime Economics and Business
- Maritime Energy Management
- Maritime Law, Policy and Governance
- Maritime Safety
- Maritime Social and Labour Governance
- Oceans Research

The expert panel sees this structure as feasible. The programme also seems well-executed

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

and providing qualifications in line with the third level of the Qualifications framework. The students can be expected to achieve the intended learning outcomes and good opportunities for a high-level career in the maritime field or in academia.

The recommendation above regarding the establishment of a formal document that serves as a contract between M.Sc.-students and WMU also applies to the PhD programme.

Entry requirements

In their Academic Handbook, WMU gives the entry requirements as follows:

- a Master's degree, with a dissertation, in a relevant discipline, or an equivalent university qualification
- competence in English language, demonstrated by an internationally recognized standard test
- computer competence

The expert panel considers these entry requirements as sufficient.

Modes of teaching and learning

For each PhD student, WMU develops individual study plans while also retaining some compulsory courses. This also means that teaching and learning methods may vary from student to student, not all of whom are resident in Malmö for the whole duration of the programme. For the compulsory courses, the experts feel equally satisfied that WMU employs methods of student-centred learning as in the Master's programme.

1.4 Teaching Faculty

WMU employs 29 members of resident faculty, divided into Full Professors, Associate Professors, Assistant Professors and Lecturers, all of whom are involved with the programmes to be assessed. Additionally, several research assistants also serve as teaching assistants. 26 faculty members are full-time, of which 21 currently act as main supervisors or co-supervisors for doctoral students. In addition to their teaching responsibilities, all faculty members are encouraged to participate in research, for which their teaching load can be reduced, and also have administrative responsibilities. Research activities and a strong publication record are a requirement for internal promotion to a higher grade.

Prerequisites for appointment are:

- A doctoral degree
- Professional experience in the maritime sector
- Research and publication record
- Excellent English and communication skills.

Recruitment is conducted globally, and the selection procedures are transparent, as laid out

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

in a Policy & Procedure document. The appointment is carried out by the Chancellor. WMU aims to preserve the high staff-student ratio.

In addition to resident faculty, WMU also relies heavily on external teaching personnel. 5 Adjunct Professors have been enlisted and over 100 visiting professors. These are usually academics from other universities, senior industry practitioners and international civil servants.

WMU employs academics who have teaching experience at other universities and who have received their pedagogic training there. It does not have its own training programme but uses the Faculty Forum as a peer coaching tool, supplementing it with occasional training courses. WMU has installed a mentoring system for new faculty members, which is to be commended.

The experts recognise the high level of commitment of the resident faculty and conclude that the resident faculty are well qualified within the maritime field and, supplemented by qualified visiting faculty, cover the necessary expertise for the execution of the programmes. They would however recommend that WMU expand their efforts to publish in high-impact publications (PhD students and faculty alike) to further enhance WMU's visibility. The PhD students especially should be encouraged to teach and publish during the PhD programme to enhance their qualification to a different level and give them deeper insight into knowledge transfer. Their teaching and publication responsibilities could also be clearly defined in a contract.

Furthermore, the experts recommend engaging visiting faculty in their own research and invite some of them as co-supervisors for PhD candidates. This would also serve to compare standards for PhD degrees with other institutions.

1.5 Infrastructure, Resources and Student Support

WMUs financial resources are for the most part comprised of the tuition fees, as WMU receives no recurrent UN funding. The tuition fees cover the entire costs of the programme. The fees for the standard MSc are currently \$27,900 without living expenses and \$58,700 all-inclusive (for the accelerated programme: \$24,800/49,700). For those who have to attend the ESSP, another \$5,700 are necessary. Tuition for the PhD programme stands at \$33,400. The MSc tuition fees are mostly covered by the students' employers (24%) or fellowships and international donors (67%). Only 9% of the students are self-funded.

The expert panel had the opportunity to inspect the current building of WMU which opened a few months after the initial accreditation and was impressed by the modern and elaborate facilities. The building includes the historic Tornhuset, the Harbour Master's Building, which is within walking distance of the train station and the city centre, expanded by a modern annex, partly enclosing the historic building. The building holds offices, lecture halls, IT facilities, a library and an excellent cafeteria. There is also ample room for self-study. The building is provided by the City of Malmö.

A recent addition is the new Global Ocean Institute in a building next to WMU's main build-

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

ing. The institute serves as a centre for research and houses researchers and PhD students. The experts commend the university on this addition and the steps taken to extend WMU's research, which can then also infuse their study programmes.

The university also provides housing for the students at a secure building site, which most of them use for the duration of their stay. The expert panel was given a tour of the building. Student support, in general, is intensive and personal, given the small number of students. Supervision of the PhD candidates is also extensive. The students have regular meetings with their supervisors and keep in touch when they are not in Malmö. The supervisors are required to keep records of every meeting with their PhD students.

The expert panel was also impressed by the level of competence and efficiency of the administrative staff.

1.6 Student Assessment

1.6.1 M.Sc. in Maritime Affairs

The assessments are regulated via the SADPs which are provided by the Heads of Specialisations and have to be approved by the CAC. The SADP defines the format and content of the assessment. Subjects may be assessed by a single examination or several, so the SADP also regulates grading. The CAC has to approve every assessment and verify its adherence to the Learning Outcomes.

Assessment for the MSc is generally conducted either as written examinations or as assignments. Assignments comprise 70% of the overall assessment. If the grade of an assessment is below a B- in WMU's own grading scheme, the student may re-sit the examination or assignment. The re-assessment is conducted within a set period. Students can appeal against the grades awarded anonymously via the registry.

The expert panel sees this system as sufficient and has confidence that the assessments are conducted in line with the intended learning outcomes. Criteria and rules for assessments are well documented and readily available to the students. As the assessments are conducted after each consecutive course unit, the students do not have to sit several examinations in parallel.

All courses for which degree credits are awarded contribute to the grade point average. The experts commend the changes made according to the recommendation in the initial accreditation to also include the first term in the grade point average. Non-degree credit courses are merely rated with a Pass or Fail. The students have to remain in good academic standing with a Grade Point Average of 2.67 to progress. Between a GPA of 1.67 and 2.66, they may progress on a probationary basis, but below 1.66, their enrolment may be terminated. The Grade Point Average has to be 2.67 or above for the students to be awarded with an M.Sc., provided they have no F grade. The best students may be awarded a degree with distinction. Students may also obtain a Post-Graduate Diploma after 60 grade-bearing credits if their

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

Grade Point Average is above 2.67 and they have no F grade.

WMU awards grades according to their own scale but provides grading tables in line with the current ECTS User's Guide in the Diploma Supplement and the Transcript of Records.

WMU has also made sufficient arrangements for students with disabilities, including special assistance, extra time for exams and other particular arrangements according to the students' special needs.

The experts see this assessment system as sufficient and transparent. They also commend the university on their automatic checks for plagiarism.

1.6.2 PhD in Maritime Affairs

The PhD is assessed through the dissertation and its defence by the Examination Board, which gives its recommendation to the Academic Council. The Board may recommend awarding a PhD, awarding it after additional work, refusing the degree and also awarding an MPhil, if the candidates have accumulated at least 160 ECTS.

Apart from the dissertation, the credits are awarded through successful completion of the Research Methods Course and the Progression Seminars.

As with the M.Sc., the experts see this procedure as sufficient. Their only concern is that the governance of the PhD programme seems very elaborate and complicated, with supervisors and co-supervisors, and advisory board, a progression board etc. They recommend streamlining the governance structure and reduce the organisational complexity, thus making the responsibilities of the different bodies more transparent.

1.7 Quality Assurance

WMU has documented their extensive quality assurance system, which includes evaluations of all subjects, teaching and assessment by the students, a reporting system, a Quality Bulletin, and a system of external examiners. Quality assurance is overseen by the Quality Assurance Committee, which is chaired by the registrar. All internal stakeholders are involved in WMUs quality assurance and the students have their own student council, which also appoints representatives to the Academic Council and the Student Affairs Monitoring Council. WMU has also provided extensive results of their quality assurance during the site visit and the experts gained the impression of a very strong commitment to quality throughout the institution and commend WMU on their well-designed quality policy. The results of WMUs quality assurance are used to constantly develop their institution and study programmes further.

However, the experts recommend also evaluating student workload to assess the feasibility of the allocated hours and gain insight into the amount of time students spend with self-study. The results could be used to either adjust the allocated hours or the amount of work

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes

students have to perform in their self-study time.

1.8 Transparency and Public Information

Information about the university, its policies and its programmes is provided on WMUs website. For external interested parties, general information about the programmes is readily available. Potential students and funding organisations are provided with information about the entrance requirements. WMU also hands out information brochures about their programmes that describe the curriculum, entrance requirements and all other relevant information for applicants.

The students and staff at WMU have access to several online platforms that provide more in-depth and up-to-date information about the programmes and the individual courses. The experts were given access to these platforms prior to the site-visit and found them hard to navigate, but all students are given an extensive introduction to all online tools and thus should be well equipped to use them on a daily basis.

1.9 General Findings and Impressions of the Expert Panel

The expert panel is impressed by the quality of WMU's study programmes, staff and faculty, facilities, and organisation. They recognize the progress made since the initial accreditation and are satisfied that the majority of the recommendations have been implemented. The new building especially provides excellent facilities to students and staff alike and the teaching staff is overall very committed and well qualified. The staff/student ratio is exemplary and allows very intensive supervision and support. The experts also commend WMU on overall modern activating teaching methods and the proactive effort into empowering women in the Maritime Sector.

WMU continues to offer programmes that are contemporary and innovative, in line with UN and IMO development goals, and regularly updated on the basis of current developments. The learning outcomes are very well-formulated according to Bloom's taxonomy, and the programmes are designed in a way that they can be achieved in the allotted time. The Global Ocean Institute adds a new quality to WMU's research efforts and will help to further improve the quality of their programmes, especially on the PhD level.

WMU's graduates are very well prepared for the challenges of their professional field and WMU's progress in a wider recognition of their degrees further enhances their programmes attractiveness.

The experts feel that there are some areas which can still be strengthened further, as laid out in the recommendations made above, but this does not minimise the overall positive impression. The atmosphere during the site visit was very collegial and constructive and the experts have confidence in the further success of WMU's ventures.

II Evaluation Report of the Expert Panel

1 Assessment of the Study Programmes



III Appendix

1 University's Response to the Expert Report

III. Appendix

1. University's Response to the Expert Report

EXPERT'S REPORT ON THE ACCREDITATION OF STUDY PROGRAMS

AT THE

WORLD MARITIME UNIVERSITY IN MÅLÖ, SWEDEN

1412-xx-2

RECOMMENDATIONS FROM THE EXPERT PANEL

Page II-4: interaction with other universities

"The experts would only recommend that WMU increases interaction and co-operation with other universities, especially on the PhD level, to further their international status."

The University fully accepts this recommendation, and has already put effort into developing such links. This will remain a priority.

Page II-9: duration of the programme

"WMU could consider extending the duration of the programme to further increase the feasibility of the study plan and allow for more effective teaching and learning."

This recommendation will be fully discussed and taken into account during the process of drafting the University's new academic plan, known as "WMU@50"

Page II-9: credits for field studies

" ...the experts recommend eliminating this distinction, devising a form of exam for the field studies based on a written report and look for ways of making the field studies mandatory, e.g. by providing financial aid to students who otherwise could not afford them."

This recommendation will be discussed further, for the intake of 2021, the Class of 2022.

Page II-10: credits for the accelerated programme

III Appendix

1 University's Response to the Expert Report

"The experts recommend devising a recognition procedure based on the principles of the Lisbon Treaty and to award credits for recognised qualifications, bringing students with advanced standing also up to 90 ECTS credits."

The University is very positive towards this recommendation. It will be discussed at CAC, with a view to implementing it as soon as possible.

Page II-10, and page II-12: MSc and PhD rules and guidelines

"recommend setting down regulations for the programme in a single, official document (e.g. Study and Assessment Rules)."

The University will certainly work to improve the current MSc Reference Guide to Assessment and Examinations and the current PhD Programme Guide to make them more comprehensive and clearer for the students, and to form the basis of a contract between the students and the University.

Page II-13: publication by staff and students

"They would ... recommend that WMU expand their efforts to publish in high-impact publications (PhD students and faculty alike) to further enhance WMU's visibility. The PhD students especially should be encouraged to teach and publish during the PhD programme to enhance their qualification to a different level and give them deeper insight into knowledge transfer. Their teaching and publication responsibilities could also be clearly defined in a contract."

The University completely endorses this recommendation. Efforts have already been made to improve the publication rate of staff and students and will continue and increase. Additionally, a mandatory "Transferable knowledge and skills (Portfolio)" subject is currently (June 2020) under development that will give the PhD students deeper insight into knowledge and skills transfer through teaching in the MSc programme, student opposition at progression seminars, and participation at academic conferences.

Page II-15: structure of the management of the PhD programme

" ... the governance of the PhD programme seems very elaborate and complicated, with supervisors and co-supervisors, an advisory board, a progression board etc. They recommend streamlining the governance structure and reduce the organisational complexity, thus making the responsibilities of the different bodies more transparent."

The University is positive towards this recommendation, and will seek to streamline and simplify the bodies involved, while still maintaining the oversight necessary to the quality of the programme.

III Appendix

1 University's Response to the Expert Report

Page II-15: Quality Assurance

"the experts recommend also evaluating student workload to assess the feasibility of the allocated hours and gain insight into the amount of time students spend with self-study. The results could be used to either adjust the allocated hours or the amount of work students have to perform in their self-study time."

The University is grateful for this recommendation, which will be placed before the next meeting of the Quality Assurance Committee to take forward.