

External Examiner Report Form

This form is designed to collect from external examiners the information necessary to confirm the appropriateness of student exchange program based on the standards of European Credit Transfer system (ECTS). It is intended for improving the OQEANOUS* program among Tokyo university of Marine Science and Technology (TUSMAT), Shanghai Ocean University (SHOU), and Korea Maritime and Ocean University (KMOU).

This report will be made available on the OQEANOUS dedicated website.

* OQEANOUS (Pronounced "Oceanus") = Abbreviation of "Oversea Quality-assured Education in Asian Nations for Ocean University Students." Oceanus is a god of the sea in Greek mythology.

The external examiner	
First name(s)	Mehmet Tolga
Family name	Dincer
Title	Associate Professor
Title of current post	Vice Dean
Current employing institution	Ege University Faculty of Fisheries
Address for correspondence	Ege University Faculty of Fisheries, Department of Fishery and Seafood Processing Technology, Room 310 Campus Bornova, 35100, Izmir Turkey.
Telephone number	+90 232 311 5229 +90 232 311 2990
Email address	tolga.dincer@ege.edu.tr

1. Course Catalogue

Based on Check list of Course Catalogue**, are there any necessary information which should be added ? Yes / No

If you answered 'Yes', or have any concerns for the discrepancy with the standard of ECTS, please comment here and indicate any improvements you consider necessary:

The Check List Of Course Catalogue:

Learning outcomes should be the statements that describe the knowledge or skills students should acquire by the end of a assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. Both descriptions of the individual courses should be the written depends on the outcomes of courses and should be the same for the same course eg. Under Course of Marine Life Sciences first course do not have knowledge and skills part in learning outcomes (pdf version) but when we check the same course in syllabus content we saw that description already have with the right style of writing learning outcomes. Updates in main web page is necessary.

Another suggestion is prerequisites of the course; we can say minimum requirements to attend the course that student should have to, this part should not be confused with the program requirements better to write clear for each individual course. It is recommended that descriptions on documentation should be complete, and standardized, both on program- and course level.

Please comment on any concerns you may have about the standards of individual modules or assessments, and indicate any improvements you consider necessary:

Individual modules seems good no concerns about this part. But in "proof of recognition" coordinators will see the difficulties in process and will take precaution in future. Actually, programs are in the field of marine science so we will not accept too much problems in future processes.

<p>Please comment on the appropriateness of the intended learning outcomes for the program and level of award:</p>
<p>Key program learning outcomes may be compared with National Quality Framework (NQF) standards of Higher Education in Japan. eg : Good example can be seen at: https://ebys.ege.edu.tr/ogrenci/ebp/organizasyon.aspx?kultur=en-US&Mod=1&ustbirim=10&birim=1&altbirim=-1&program=2722&organizasyonId=126&mufredatTurId=932004</p>
<p>Please comment on the appropriateness of the assessment strategy for the intended learning outcomes of the program and the level of award:</p>
<p>Learning outcomes may be specific for each lecture and we recommend to prepare a matrix for the degree program which may help to criticize Program outcomes of the degree program and learning outcomes of the course. Better to explain degree program outcomes in program description as an addition of aim. This matrix will be very helpful for the students to choose the right course.</p>
<p>2.CTSEA Credit Conversion</p>
<p>Are there any concerns for Credit Conversion of the OQEANOUS Program based on the CTSEA guideline? <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No</p>
<p>If you answered 'Yes' , or have any concerns when compared to the standard of ECTS, please comment here and indicate any improvements you consider necessary: FX code can be added to differentiate the reason of failing if the students do not continue the necessary hours (reason of fail because of being absent). Percentage of the being present in the courses should be written in side of the Guidelines to pass the courses.</p>
<p>3. Grading Scales</p>
<p>Are there any concerns for Grading Scales of the OQEANOUS Program based on the CTSEA guideline? <input type="checkbox"/> Yes / <input checked="" type="checkbox"/> No</p>
<p>If you answered 'Yes' , or have any concerns when compared to the standard of ECTS, please comment here and indicate any improvements you consider necessary:</p>
<p>4. Double Degrees Program</p>
<p>Please comment on whether the DDP assessment processes have measured student achievement rigorously and fairly against the intended learning outcomes of the program:</p> <p>Details in previous general comments may be sufficient. No special points for this part.</p>
<p>4. Others</p>
<p>Please comment on examples of good practice and innovation that you have identified in relation to learning, teaching, and assessment: Please visit the exchange student part of the web page; https://international.ege.edu.tr/eng-/Homepage.html and have a look at the course catalog under the degree programs https://ebys.ege.edu.tr/ogrenci/ebp/index.html</p>

Please suggest any for improvement that could enhance the quality of learning opportunities provided to students:

Learning agreements are the formalised agreement of the three parties involved in mobility, the student, the sending institution and the receiving institution to facilitate the organisation of credit mobility and its recognition. The agreement is to be signed by the three parties before the start of the mobility period and it is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognised.

But also Changes LA can be done during the mobility; in OQEANOUS system “Learning agreement” and “Changes of Learning agreement” are the 2 different documents. This will not affect the system but I may recommend to combine them in a one file with including different tables and different signature parts. Also before the mobility and during the mobility parts will be very sufficient in process.

ECTS credits are calculating by using the learning outcomes and workload of programmes of study. 60 ECTS credits are the equivalent of a full year of study or work. In a standard academic year, these credits are usually broken down into several smaller modules. A typical 'short cycle qualification' typically includes 90-120 ECTS credits. A 'first cycle' (or bachelor's) degree consists of either 180 or 240 ECTS credits. Usually a 'second cycle' (or master's) degree equates to 90 or 120 ECTS credits. The use of the ECTS at the 'third cycle', or Ph.D. level, varies.

In OQEANOUS system 1 CTSEA (Credit Transfer System in East ASIA) = 45 Hours student workload including lecture times. But in Bologna Process 1 ECTS = 30 Hours student workload including lecture times. So, for 1 credit in OQEANOUS system student should work 50% more in future of the system if the aim is enlarging to European Universities decreasing in workload will be necessary.