External Examiner Report Form 2019

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 (TUMSAT), 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.

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1. Course Catalogue
Based on Check list of Course Catalogue**, are there any necessary information which should be added?   x 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: Please see below in
Please comment on any concerns you may have about the standards of individual modules or assessments, and indicate any improvements you consider necessary: Please see below
Please comment on the appropriateness of the intended learning outcomes for the program and level of award:
The Check List of Course Catalogue: should also make sure that information on learning outcome is included. We recommend that this be done both under: B. Degree Structure (for the program level) and C. Individual course unit (for the course level). Also, the information provided on Learning outcomes in the course catalogue (under Course Introduction/Courses and Subjects/Subject List) is not easily accessible, and is not complete (not all courses have information on learning outcomes) and do not always follow the standard description ("Knowledge" and "Skills" are described, but we generally do not find information on "Competence"). It is recommended that the information on expected learning outcomes is made more accessible in the documentation, more complete, and standardized, both on program- and course level.
Please comment on the appropriateness of the assessment strategy for the intended learning outcomes of the program and the level of award:
In: Course Catalogue/Course introduction/Courses and Subjects: Assessment is often described as 40/100 + 20/100 points. This indicates that an additional 40/100 points is assessed in some other way (assuming total obtainable points are 100/100), but detail on how this is done is not provided. We assume these points are the same as used in *Table E. Score Conversion Table* in the CTSEA Guideline (2017). If so we recommend this should be made clear in the text. Alternatively, the correspondence between "Points" in the Course catalogue and "Scores" in the CTSEA Guideline should be stated explicitly.
2.CTSEA Credit Conversion
Are there any concerns for Credit Conversion of the OQEANOUS Program based on the CTSEA guideline?   X Yes / ☐No
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: It is not clear from the submitted documentation how credits are weighted in terms of work load. (e.g. what work load credit account for) in the different degree programs in the OQEANUS Program, or if this is indeed standardized between member institutions. It is recommended that this is made clear.
3. Grading Scales
Are there any concerns for Grading Scales of the OQEANOUS Program based on the CTSEA guideline?   ☐Yes / x No
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:

4. Double Degrees Program

Please comment on whether the DDP assessment processes have measured student achievement rigorously and fairly against the intended learning outcomes of the program:

We cannot see that we have been provided sufficient information to be able to assess this part.

4. Others

Please comment on examples of good practice and innovation that you have identified in relation to learning, teaching, and assessment:

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

Following the ECTS guidelines, we include the students in the evaluation work

https://www.nord.no/en/Student/studieplaner/2019h/1/Pages/KJ104Fv1.aspx?Source=https://www.nord.no/en/Student/studieplaner/2019h/Pages/BABII.aspx#&acd=Course%20evaluation&acd=Course%20evaluation&acd=Course%20description&acd=Course%20description&acd=Learning%20outcomes&acd=Learning%20outcomes