A Feasibility Study on the Establishment of an IAMU Accreditation Scheme (ACCREDIMET)

By

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Abstract This report dealt with the feasibility study on the establishment of an IAMU accreditation scheme of which the main objective is to assess the potential for establishing an accreditation system for academic programmes provided by IAMU member institutions. The contents of this report consists of fundamental investigation on accreditation systems in higher education, the outcomes of the questionnaire for the IAMU member institutions and feasibility study based on the investigation and outcomes of the questionnaire. Opinions on accreditation schemes from IAMU member institutions are also introduced in this report.

Keyword: *Academic accreditation, Maritime Education and Training, Quality assurance in higher education, Maritime university*

1. Introduction

Almost a decade of its history, the International Association of Maritime Universities has discussed how the member institutions can develop and prove quality of maritime education and training provided at the member institutions, which is clearly identified in the basic agreement of the association. Approaches that the association has taken and discussed are namely the development of a standardised uniform curriculum, the IAMU model courses and standards text books for the IAMU member institutions. However, these approaches have not yet completed successfully.

It is supposed, as the author's point of view, that the difficulty of completion of these approaches which have required member institutions to follow and use a sort of uniform curricula/text book may be attributed with the following points.

- IAMU is an association of universities. Therefore, the nature of a higher educational institution does not fully fit the concept of uniformity in academic activities.
- Each IAMU member institution is approved by its own country. Therefore, each member institution needs to follow its national higher education system.

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According to the requirements of the STCW Convention and Codes, the maritime administrations of many STCW Parties had decided to introduce a QSS originally developed from the ISO9000 series or itself into their certification and training systems till around 1997. Although the Convention never required STCW Parties to introduce the ISO9000 series, most of the maritime administrations in the world have introduced it as one of the national efforts required in I/8 of STCW. The ISO9000 series is a set of internationally recognized standards for Quality Management Systems (QMS), which was originally developed for manufacturing processes and is nowadays applied in a wide range of organizations that provide products and services in both the private and public sectors including educational organizations. Therefore, there was some difficulty in applying the ISO9000 series to an educational organization such as a university in the early stages; a sort of interpretation of the requirements was needed [Karapetrovic, et al, (1998)]. Maritime universities have to develop our own tool to fulfill accountability for MET activities in higher education.

An academic accreditation is a voluntary and non-governmental process to ensure that the academic programmes meet a set of established standards of academic quality. An accreditation is comprehensive and on the basis of a periodical peer review process for the aspects related to the academic programmes, including programme contents, assessment and the human resource management. Therefore, most of the universities providing scientific programmes have been certified by a certain academic accreditation. Compared with the ISO quality standards system which has certified MET institutions but has been developed by industry, an academic accreditation can be more appropriate for higher levels of maritime institutions including the IAMU member institutions. However, in maritime universities in the world, there are still many uncertain issues in order to establish an accreditation scheme for the programmes provided. The objectives of this collaborative research project are, therefore, to assess the potential for establishing an accreditation system for academic programmes provided by IAMU member institutions.

2. Research Details and Results

2.1 Research activities and proceedings

The original idea of this collaborative study has been separately developed by the core members of this research project. After the round table meeting in St. Petersburg in October 2010, the members had an opportunity to exchange opinions on the establishment of an IAMU accreditation scheme within the IAMU member institutions. When IAMU called for research projects for 2010, one of the members submitted a research proposal in June 2010 based on the opinions and idea exchanged with other member.

The feasibility study planned in 2010 consists of a fundamental investigation on accreditation schemes and a questionnaire to the IAMU member institutions. The project starts from the fundamental investigation of some existing accreditation systems, such as ABET in the USA and IMarEST in the UK. This investigation contains data collections and benchmarking analysis on the items reviewed and their criterion for academic programmes. In parallel to this task, a questionnaire will be implemented for the IAMU member institutions to obtain the members' opinions regarding an accreditation scheme to their academic programme. The following tasks are to be performed as the 1st phase of the feasibility study in 2010.

Task 1: Fundamental investigation
- Quality assurance for higher education, its historical review and present situation.
- Brief review of some existing accreditation for higher education.
- External examiner system may also be scrutinized, as an alternative system.

Task 2: Questionnaire for the IAMU member institutions
- Existing schemes that the member institutions have been accredited, national and international schemes
- Collection of the member institutions' opinions on academic accreditations

Task 3: Feasibility study
- IAMU's potential as an accreditation body for maritime education and training courses

- Relationship between the administrations, industry and other stakeholders
- Conclusion and recommendations

The activities and proceedings for the research project in 2010/2011 are shown in Table 1 and the minutes of the meetings and the power point file of the research presentation in Busan are attached as Appendices A and B, respectively.

Table 1 Research activities and proceedings in 2010/2011

Activity	Date/period	Venue	Members being involved
Kick-off meeting	24 August	Rijeka	TN, BP & DZ
Initial survey	Sept. – Oct.	Rijeka/Malmo	TN, BP, DZ & VF
Research presentation	17 October	Busan	TN & BP
2nd meeting	18 October	Busan	TN & BP
Questionnaire	Oct. – Dec.	Rijeka/Malmo	TN, BP & DZ
3rd meeting	2 and 3 December	Malmo	TN, BP & DZ
Drafting the final report	December	Rijeka/Malmo	TN & WMU for Part I TN, BP, DZ & VF for Part II
Wrap-up meeting	22 February 2011	Rijeka	TN, BP & DZ

2.2 Research results
2.2.1 A survey of principal accreditation systems in higher education (Task 1)
In this section a brief survey will be made of some major accreditation systems in higher education. The survey is based on the study of the purpose and objectives of accreditation, the process and procedures applied in accreditation, and some major issues and problems encountered in accreditation internationally. These elements will be discussed in terms of their relevance and possible applicability to maritime education and training.

Consequently, three major aspects of accreditation will be introduced:

a) Accreditation and the related concepts (quality assurance, assessment, evaluation, etc.);
b) Why accreditation?; and
c) A comparative study of principal systems of accreditation in higher education.

The ultimate purpose of this analysis, of course, is to see whether and to what extent some elements of accreditation in higher education worldwide may be applicable to maritime education and training.

*2.2.1.1 Accreditation and the related concept*s
In higher education systems across the world accreditation mainly applies to technically-oriented study programmes and involves two types basic of accreditation: higher education programmes of study (course descriptions) and institutions. (See Appendix C)
However, the concept of accreditation is still a vague one and largely depends on the approach to this form of quality assurance and the objectives set. The purpose and extent of application varies from country to country so that one can speak about two closely related concepts: accreditation proper and accreditation-like practices. This vagueness is emphasized in an ENQUA report (European Network for Quality Assurance) for the Nordic countries: (a) the labels for the concept of accreditation are not uniform and unireferential and (b) the accreditation procedures are far from being identical (cf.http://www.enqa.eu/files/nordicquality.pdf).

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For this project it seems appropriate to quote the following definitions of accreditation:

- Accreditation is a formal, published statement regarding the quality of an institution or a programme, following a cyclical evaluation based on agreed standards. (CRE, 2001)
- Accreditation is a process of external quality review used by higher education to scrutinise colleges, universities and higher education programs for quality assurance and quality improvement. (CHEA, 2000)
- Accreditation is the award of a status. Accreditation as a process is generally based on the application of predefined standards. It is primarily an outcome of evaluation. (The European Training Foundation, 1998)
- Accreditation - the formal recognition that a body or a person is competent to carry out specific tasks – assesses compliance with predefined objectives and permits regular examination of progress made (CEDEFOP, www.cedefop.europa.eu)

The definitions above highlight the three main aspects of accreditation:

- a static one - statement of quality of an institution or a programme;
- a dynamic one - the process of external quality review and;
- award of status based on predetermined standards.

This is why terms such as 'approval', 'recognition', 'authorisation' can in some countries be interchangeable with the term 'accreditation'. The overall objective of accreditation, as shown above, is improvement of quality in higher education institutions and their programmes. American accreditation systems (ABET in particular) also strongly emphasise the market value of higher education and training resulting from accreditation seen both as a statement/label and a process. Educational institutions or programmes in US volunteer to undergo accreditation periodically to determine if certain criteria are being met. Accreditation then gives acceptance (or not) that a certain standard is met in a higher education course, programme or institution. This can be a minimum standard, or a standard of excellence. Accreditation always involves some kind of a benchmarking assessment, which implies a criterion to measure the elements of education and training, a reference point(s). Furthermore it must be stated that accreditation decisions are based exclusively on quality criteria and that there is absolutely no ranking of institutions resulting from or based on accreditation. According to ABET it is "simply assurance that a program or institution meets established quality standards". Nothing more and nothing less!

Therefore, as mentioned above, the very term accreditation is not a very precise one. On the one hand, it expresses the abstract notion of a formal authorising power, acting through decisions on the approval (or disapproval) of institutions or programmes. On the other, accreditation refers to the issuing of a quality label to institutions or programmes. Nevertheless, in both cases, the decision is reached through certain assessment or assessment-like processes.

Other concepts and terms closely associated with accreditation are: 'quality assurance', 'assessment' and 'evaluation'. With reference to quality assurance ("planned and systematic activities necessary to provide adequate confidence that the product or service will meet the given requirements"), accreditation is a narrow-scope term and is a normal consequence or result of the process of quality assurance, which can be defined in terms of a process or processes that „identify, collect, and prepare data to evaluate the achievement of program outcomes and program educational objectives" (ASAC Institutional Representatives' Training www.abet.org). Wikipedia emphasises the minimum standards of quality: Quality assurance is the systematic monitoring and evaluation of the various aspects of a project, service or facility to maximize the probability that minimum standards of quality are being attained by the production process. QA cannot absolutely guarantee the production of quality products (http://en.wikipedia.org). In US, quality is a market-associated term because it "increases customer confidence and a company's credibility, to improve work processes and efficiency, and to enable a company to better compete with others" (http://www.quality-assurance-solutions.com/. Accreditation is also closely related to the concept of

evaluation, i.e. one or more processes for interpreting the data and evidence accumulated through assessment practices. Evaluation therefore determines the extent to which programme outcomes or educational objectives are being achieved.

Generally speaking, therefore, both as an element and the result of the process of quality assurance, accreditation can be defined as a form of evaluation that assesses the extent to which a programme or an institution meets standards set by the programme of studies or the institution itself and whether a programme or an institution meets certain external standards or requirements. The key questions, of course, are the following:

- Who sets the standards for accreditation?
- Do the (MET) institutions have common interests to set up any form of accreditation scheme or accreditation-like practice?
- If so, who should accreditation be entrusted to?

The ACCREDIMET project aims at tackling these problems by first finding out whether among IAMU member-institutions there exists a favourable climate for embarking on a possible form of accreditation. In addition, it is equally interesting to study what challenges we might face by introducing such accreditation-like (quality-related) developments into the IAMU community.

Irrespective of the challenges and caveats of accreditation, and based on the study of the developments in international higher education and training, the following advantages of accreditation in MET can be predicted:

- Internationalisation of higher MET requiring improvement of the existing programmes,
- Close co-operation with principal stakeholders (maritime administrations, shipping industry, national educational authorities, degree students, accreditation agencies and networks, recognition centres, etc.),
- cooperation among MET institutions and individuals by establishing new mechanisms of cooperation,
- increased role and respect of MET institutions within the national system of higher education.

2.2.1.2 Why accreditation?

Most accreditation systems in higher education invariably try to justify the purpose, objectives, motives, and practical benefits of accreditation. Here are three main reasons why, according to ABET, an institution of higher education should undergo some form of accreditation or an accreditation-like procedure: (a) to promote convergence, (b) to promote internalisation, and (c) to promote international competitiveness. These reasons are further elaborated into more concrete, tangible motives:

- Accreditation helps students and their parents choose quality college programs.
- Accreditation enables employers to recruit graduates they know are well-prepared.
- Accreditation is used by registration, licensure, and certification boards to screen applicants.
- Accreditation gives colleges and universities a structured mechanism to assess, evaluate, and improve the quality of their programs.

In the European Union the key purposes of accreditation can be described in terms of

- improvement and enhancement of quality;
- safeguarding national academic standards;
- recognition of programmes and/or institutions;
- accountability (in return for autonomy);
- the provision of independently-verified information about programmes and/or institutions

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Obviously, there is an increasing need for accreditation in the sector of higher education and training worldwide. Though showing some uniform and universal characteristics, the objectives, types and elements of accreditation are varied and differ from country to country. In many respects are country- or region-specific (US, EU etc.). At the same time we should be aware of the serious restraints incurred by many legal and administrative issues which present a serious obstacle to recognition of accreditation labels or statements. Likewise, the degree and diploma supplements do not provide the necessary information about the programme upon which much of accreditation is based.

It would be interesting to verify whether and to what extent the above motives for undergoing any form of accreditation also apply to Maritime Education and Training. The members of the project team can only provide affirmative answers based on intuition but true answers should be sought empirically via questionnaires and other methods of research. To this effect the survey of the questionnaire in this project could provide initial answers though more reliable answers will result from a more sophisticated questionnaire to be conducted in a possible Stage 2 of the project. In this respect some of the interesting points to verify with MET institutions would be the following:

- Is there any evidence (and if so, to what extent) of the importance / need for accreditation in MET to be increasing in recent years?
- What accreditation (and accreditation-like) procedures can be identified in the maritime nations / countries / institutions today?
- What challenges do international developments in this field present to quality assurance in the Maritime nations?
- Do the maritime nations/countries have common needs and interests in relation to these developments?

The importance of accreditation is particularly emphasised in the Final Report for IAMU Project System for FY2004 („Study on accreditation of marine engineering programs" by B. Butman and J. Harbach). The authors place accreditation within the framework of a quality assurance system and discuss the role of accreditation in acquiring engineering professions, including marine engineering, where „professional licensure is required for engineering practice" and where „the credentials of engineering graduates who want to practice engineering in a country other than their home country become extremely important".

2.2.1.3 A comparative study of principal systems of accreditation in higher education

The following higher education accreditation systems of relevance to maritime education and training have been be studied: ABET, IMarEST, and some systems in EU and Nordic countries. It must be admitted, however, that in most countries of the world higher education institutions regularly undergo some form of national accreditation or accreditation-like procedures as a part of their respective quality assurance system. They differ from the ones to be surveyed here in that they are mainly subject to national audits (internal and external), whereas in US and EU the audits are also international.

The three systems will be shown, where applicable, in terms of the following key elements of accreditation:

- Who awards accreditation?
- What is accredited?
- Types of accreditation
- Criteria (aspects, elements) of accreditation
- Procedures applied in the process of accreditation
- Some critical issues

Accreditation is normally awarded by the following authorities, bodies or specialised agencies:

a) State / Government – prevailing in national accreditation
b) Autonomous bodies – applied both nationally and internationally

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c) Semi-independent national assurance agencies – on national an regional level

d) European higher education area – applied internationally within the European Union.

For a survey of accrediting bodies evaluating marine engineering programmes, B. Butman and J. Harbach's "Study on accreditation of marine engineering program" – Final Report, IAMU Project System FY2004, is a very useful guide. The authors have singled out three types of accrediting bodies for "license programs in marine engineering": (a) national maritime authorities (e.g. ministry of transport in EU, US Coast Guard, etc.), (b) national accrediting bodies (ministries of transport) in FOC states examining compliance with STCW requirements, and (c) classification societies (DNV, Bureau Veritas, etc) and as many as eight country-specific accreditation types for „degree oriented programmes": (a) governmental or non-governmental accreditation agency, where higher education authorities are predominantly involved – followed by most maritime academies, colleges or universities, (b) a system of accreditation conducted by independent agencies on the basis of a rating system for maritime programmes established by recommendations of the National Accreditation Council and adopted by the General Directorate of Shipping (in India), (c) regional accreditation authorities (US), (d) Engineering Council in the UK (ECUK) acting through and its 36 licensed members (IMarEST being one of the Council's most active members) issue accreditations for marine engineering programmes, (e) ABET – the American counterpart of IMarEST, (f) expert evaluation in a „less formalized and structured approach" practised by the maritime industry (e.g. DNV' SEASKILL Committee of Experts) – mainly STCW-oriented, (g) Panamanian Maritime Authority's accreditation programmes for Panamanian flag ships, and (h) an inter-state Ad-Hoc Pannel of experts (Finland, Latvia, and Estonia) for Estonian marine engineering programmes.

In most European countries the accrediting bodies for marine engineering and navigation programmes combine national transport and educational authorities.

A. The Accreditation Board for Engineering and Technology (ABET)

In the United States, higher education institutions and study programmes (including MET) are, as a rule, accredited by regional (state or inter-state) educational authorities. However, educational institutions or programmes may volunteer to undergo special periodic accreditation provided by specialised agency – The Accreditation Board for Engineering and Technology (ABET) to determine if certain predetermined standards or criteria are being met by the institution.

ABET accreditation is a non-governmental, peer-review process that assures the quality of the postsecondary education. Educational institutions normally volunteer to undergo periodical accreditation to determine if certain criteria are being met. It is important to state that accreditation is NOT a ranking system but just assurance that a programme or institution meets established quality standards.

ABET accredits academic programs at institutions preparing graduates for entry into professional disciplines of applied science, computing, engineering, and technology. It is a specialized accreditation agency providing accreditation for BSc and MSc degree-granting programmes. ABET does not accredit institutions.

Accreditation by ABET is conducted at the associate's, baccalaureate, or master's levels provided via four commissions (Applied Science Accreditation Commission; Computing Accreditation Commission, Engineering Accreditation Commission, and Technology Accreditation Commission. The two last commissions accredit the programmes at the associate's or baccalaureate levels and are particularly interesting for possible accreditation-like processes in Maritime Education and Training. ABET currently accredits some 3,100 programmes at more than 600 colleges and universities worldwide. Evaluations during the accreditation period may last from one to two years.

Generally, two types of accreditation are provided: institutional and specialised. Institutional accreditation (not covered by ABET) evaluates overall institutional quality. This form of accreditation is regional and applies to colleges and universities within a state or neighbouring counties. Specialised accreditation is granted to specific programmes at specific levels. The most frequently evaluated programmes are: architecture, nursing, law, medicine, and engineering programs. To the authors' knowledge, no maritime

transport BSc or MSc programmes have been accredited by ABET yet. Instead, these have been accredited by regional authorities.

ABET quality standards are set by ABET professionals themselves, i.e. the collaborative efforts of many different professional associations and societies of technical peers. They work together through ABET and develop the standards. ABET also train accrediting professionals (via webinars, etc.) who evaluate the programmes.

Why accreditation? According to ABET accreditation is important because it:

- "helps students and their parents choose quality college programs
- enables employers to recruit graduates they know are well-prepared
- is used by registration, licensure, and certification boards to screen applicants
- gives colleges and universities a structured mechanism to assess, evaluate, and improve the quality of their programs" (www.abet.org/the_basics.shtml)

Within ABET, accreditation criteria have been established for the baccalaureate level (BSc) and for the master level (MSc), which includes the criteria for accrediting engineering and technology programmes. These generally consist of the following components: students, programme educational objectives, programme outcomes, continuous improvement, curriculum, faculty, facilities, support, and programme criteria.

The programme evaluates student performance, advises students regarding curricular and career matters, and monitors student's progress to foster their success in achieving program outcomes. Is also enforces procedures to make sure that all students meet all program requirements.

The objectives require that each institution undergoing accreditation must have published educational objectives (learning outcomes) that are consistent with the mission of the institution and these criteria.

Programmes must demonstrate that students attain the programme outcomes. For example, the engineering programme must prove the student's ability to apply knowledge of mathematics, science, and engineering, an ability to design and conduct experiments, as well as to analyze and interpret data, an ability to function on multidisciplinary teams, an ability to identify, formulate, and solve engineering problems, an understanding of professional and ethical responsibility, an ability to communicate effectively, etc. The outcomes also include an assessment and evaluation process. Each programme must also show evidence of measures taken to improve the programme.

As for curriculum requirements, subject areas appropriate (e.g.) to engineering must be specified though this does not include description of specific courses (syllabi). The institution must ensure that the program curriculum pays adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution.

The faculty (academic staff). The institution must prove that they have the academic staff of sufficient number and the competencies covering all of the curricular areas of the programme. Particular attention must be paid to prove the existence of adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students (i.e. the main stakeholders).

Facilities (classrooms, laboratories, and associated equipment, etc.) must ensure accomplishment of the programme and foster faculty-student interaction. For this purpose adequate computing and information infrastructures must be provided.

Adequate institutional support (financial resources, and constructive leadership, support personnel) must assure the quality and continuity of the programme.

ABET accreditation procedures

ABET accreditation procedures (which normally take one to two years) can be described in terms of a typical accreditation scenario. When it is estimated that a programme of study is ready to undergo accreditation, the following steps are taken:

1. an institution requests an evaluation of its programmes
2. for each program then conducts an internal evaluation is conducted and a self-study questionnaire is completed. The self-study documents contain such documents concerning students, curriculum, faculty, administration, facilities, and institutional support. The criteria to be met are: –Students, Program Educational Objectives, Program Outcomes and Assessment, Professional Component, Faculty, Facilities, Institutional support and Financial Resources
3. visit to the campus by an evaluation team consisting of the representatives of the academia, government, and industry, as well as private practice.
4. the evaluation team reviews course materials, student projects, and sample assignments and interviews students, faculty, and administrators.
5. following the campus visit, the team makes a written report of the evaluation and send it to the institution (e.g. corrections of errors of fact, correction of shortcomings in due time, etc.)
6. presentation of the evaluation report is made by the evaluation team
7. the commission members vote on the action, and the school/institution is notified of the decision (strengths, concerns, weaknesses, deficiencies, and recommendations for improvements).
8. accreditation is granted for a maximum of six years.
9. to renew accreditation, the institution must request another evaluation
10. Follow-up activities (repairs, revalidation, new on-campus visit, etc.)

In the past ABET also provided accreditation services to non-US institutions under the programme called 'substantial equivalence'. However, in 2005 a new plan for non-US accreditation was developed which gives preference to mutual recognition agreements and memoranda of understanding thus phasing out substantial equivalence evaluation.

B. The Institute of Marine Engineering, Science and Technology (IMarEST)

The IMarEST, established in London in 1889, is the leading international membership body and learned society for marine professionals, with over 15,000 members worldwide. In addition to its membership, the IMarEST is licensed by the Engineering Council and the Science Council in the UK to provide a range of registers covering the fields of engineering, science and technology. Furthermore, the IMarEST's Royal Charter empowers the Institute to offer registers designed to meet the specific needs of the marine profession, which are listed in Table 1.

Table 1 Types of registration

Profession	Register	Registering Body
Engineers	Chartered Engineer	Engineering Council
	Chartered Marine Engineer	IMarEST
	Incorporated Engineer	Engineering Council
	Incorporated Marine Engineer	IMarEST
	Engineering Technician	Engineering Council
	Marine Engineering Technician	IMarEST
Scientists	Chartered Scientist	Science Council
	Chatered Marine Scientist	IMarEST
	Registered Marine Scientist	IMarEST
	Marine Technician	IMarEST
Technologists	Chatered Marine Technologist	IMarEST
	Registered Marine Technologist	IMarEST
	Marine Technician	IMarEST

Source: IMarEST home page: http://www.imarest.org/Membership/ProfessionalRegistration.aspx

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In the registration processes, applicants have to demonstrate the competence and commitment, which will be developed through a combination of (1) underpinning knowledge and understanding, generally acquired through educational programmes; and (2) professional development and experience. In order to assess them properly, the IMarEST as one of the Licensed Members of United Kingdom Standard for Professional Engineering Competence (UK-SPEC) is required to establish the competence and commitment standards. According to the UK-SPEC Regulations for Registration, accreditation is defined as the process used by Licensed Members to assess whether specific educational programmes provide all or some of the underpinning knowledge, understanding and skills for eventual registration in a particular registration category. The Regulations also require the IMarEST to consider evidence from a range of indicators when making a judgement, which are:

- Outcome achieved;
- Process of teaching and learning;
- Assessment strategy employed;
- Human and material resources involved;
- University regulations regarding compensation for underperformance;
- Quality assurance arrangements;
- Entry to the programme and how the cohort entry extremes will be supported.

The Accreditation of courses and programmes means that the IMarEST has assessed the course/programme against a set of criteria that ensures a high standard of courses contents, provision and assessment. Therefore, the applicants who completed academic programmes, industry-based graduate training and professional development programmes in marine engineering, marine science and marine technology accredited by IMarEST will obtain an advantage in their registration process to a particular registration category.

IMarEST accreditation procedures

IMarEST accreditation procedures are undertaken by the institute's Professional Affairs and Education Committee (PAEC). When it is estimated that a programme of study is ready to undergo accreditation, the following steps are taken:

1. When an institution requests an IMarEST accreditation, it is required to submit the completed form and supplementary documents for each programme being accredited at least six weeks before the visit. The form contains some sections regarding generic information, course information, output standards matrix.
2. A visiting panel normally consists of two or three members from PAEC and the learning and development manager at the head quarter of IMarEST. Representatives of other learned societies, Engineering and/or Science Councils can join the visiting panel as necessary. There shall be a balance of academic and industry assessors in the visiting panel.
3. The visiting panel visits the institution for a couple of days to review course materials, student projects, and sample assignments and interviews students, faculty, and administrators. Aspects reviewed for a degree programme are listed in Appendix D.
4. The visiting panel submits an academic accreditation report to PAEC, which contains its recommendation based on the panel review.
5. Each of the PAEC members is required to review the report and provide comments to the learning and development manager on e-mail basis. The final decision for being accredited is made at a PAEC meeting which is regularly held three times a year at the head quarter of the institution in London.
6. Programmes are accredited for a fixed period of not more than five years.
7. Programmes which at the time of application do not have an output cohort may be accredited, but IMarEST monitors the output of such programmes and reviews the accreditation accordingly.

8. Re-accreditation of a programme follows the same process as for initial accreditation unless there is in place an arrangement for continuing periodic audit and review.

In the United Kingdom some high-ranking universities generally act as a validating / accrediting body to other institutions, which do not have degree-awarding powers. In this case the validating university grants the degree. However, the leading accrediting authority in MET is the IMarEST, which grants accreditation awards to institutions within the UK and also to non-UK institutions. This has been the case in particular with marine engineering courses. There are some IAMU member institutions of which the marine engineering programme has been accredited by IMarEST. The list of IMarEST accredited marine engineering courses on academic level provided overseas are shown as Appendix E.

C. Accreditation in EU higher education

In most public higher education systems n Europe institutions and programmes derive their formal degree-awarding capacity directly or indirectly from the state. This is partly because of the diversity of both degrees and institutions. In recent years there has been a great deal of regional accreditation and recognition of degrees and programmes.

The major process however started in 1999 with the Bologna Declaration setting out the goal of establishing the „ European Higher Education Area". Since the very beginnings the European Association of Universities (EAU) was involved as a consultative member in the process of setting standards for quality assurance and accreditation as an aspect of QA. EAU is also involved in the recognition of professional qualifications under the EU Commission's Directive EC/2005/36. By 2010 it was concluded that the main objectives of the Bologna process were achieved successfully and that the process should be completed and consolidated by the year 2020.

Under the EAU, the Council for Research Excellence (CRE) set up on a seminal accreditation project called "Towards Accreditation Schemes for Higher Education in Europe?" with the Final Project Report appearing in February 2001. The project encompassed two levels: the framework of the Bologna Declaration and its follow-up on the one hand and the wider debate on internationalisation of higher education on the other. The latter level is particularly interesting for our study as it indirectly implies mobility of students, comparability of programmes and the adoption of easily readable and comparable degrees. The project does not aim to design a single model of European accreditation. Its main objective has been to „structure and organise discussions" on this major issue in European higher education. The project starts with setting out the needs for a European accreditation system based on the idea of transnational education and the necessity for ensuring transparency of outcomes and procedures, and mobility of students. Another major issue upon which the project focuses is the recognition of degrees and programmes (e.g. „Degree A must lead to the same rights and consequences"). In the appendices some important issues are dealt with such as: methodology and implementation, Who does the accreditation?, How to do accreditation?, Why do accreditation?, types of accreditation (institution vs. programme; national vs. European vs. regional vs. international), criteria for accreditation, and process of accreditation, recruitment and training of evaluators

Quality assurance and accreditation in Europe resulted in establishing two major networks:

- European Association for Quality Assurance in higher education (ENQA) – the main policy-making body of the European quality assurance community and
- European Consortium for Accreditation in higher educations (ECA) - an association of fifteen accreditation organisations, with an aim to achieve the mutual recognition of accreditation decisions (agreements). The second goal is to contribute to mobility of students and graduates in EU.

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ECA set out the objectives of accreditation in EU-member countries, including the following:

Objective 1: to develop a European methodology for quality assurance and accreditation procedures regarding joint programmes. Joint programmes apply for one single accreditation procedure replacing the different national procedures in the countries concerned, taking into account the totality of the joint programme. The assessment specifically includes the learning outcomes aimed for by the joint programme irrespective of the individual study pathways.

Objective 2: to explore the cross-border recognition of qualifications awarded by joint programmes. Recognition procedures regarding qualifications from joint programmes will be facilitated with the provision of transparent information on the quality and learning outcomes of these programmes.

Objective 3: extension of an information tool, i.e. Qrossroads. Qrossroads will be further developed to include: the learning outcomes of programmes (at European and national level), the institutional and programme information from at least five other countries in Qrossroads and a feature to import data from other databases (such as institutional databases)." (cf. http://www.ecaconsortium.net)

An example of recent developments in the process of accreditation is the „Procedural Principles for the Accreditation and Reaccreditation of Bachelor's and Master's Degree Programmes in Informatics (EQANIE e. V. European Quality Assurance Network for Informatics Education). These principles are outcome-oriented (therefore easily obtainable on websites of higher education institutions) and include the following Procedural Guidelines for the Accreditation of Degree Programmes:

- Types of Procedure
- Stages of an Accreditation Procedure
- Procedure and Criteria for the Selection of Auditors
- Possible Outcomes of the Procedure
- Reaccreditation of Degree Programmes
- Changes During the Accreditation Period
- Applicants' Responsibilities

The elements checked include the following:

- Access to the labour market
- Elements of the curriculum
- Quality of the education
- Purpose of the recognition
- International regulations
- Learning outcomes
- Duration of the programme
- Access to further studies
- Workload (credits)
- National regulations.

Accreditation procedures in EU higher education
The accreditation procedure involves the following stages:

1. *Application* by the institution to EQUANIE: formal initial evaluation, proposal for the accreditation procedure
2. *Assessment:* signing of the accreditation contract, compilation of self-assessment report by the institution, audit team assembled by EQANIE on the advice of the Accreditation Committee, audit

team visits the institution and conducts an audit (a day or up to two days), draft application report is sent to the institution, the institution makes checks for factual accuracy

3. *Decision:* evaluator's final assessment and recommended decision, final accreditation report sent to the institution, list of accredited degrees published on the internet.

Among other elements the evaluators (e.g. EQUANIE for informatics) also set the procedure and the criteria for the selection of auditors and the rules on reaccreditation.

D. Quality Assurance in the Nordic Higher Education

The Nordic area is one of the oldest world integrations where reasonable standards of evaluation of higher education programmes and institutions have been introduced. Accreditation is based on an ENQUA sponsored project: „Quality Assurance in the Nordic Higher Education - accreditation-like practices, 2001 (see the Report on http://www.enqa.eu/files/nordicquality.pdf), by a group of member agencies from the Nordic countries joined to analyse the concept of accreditation and identify accreditation procedures and other practices, similar to accreditation.

The accreditation process in Nordic countries (Denmark, Finland, Iceland, Norway, Sweden) follows the Bologna Declaration and is in many ways the same or similar to accreditation processes described for the EU's "European Higher Education Area". The main feature of this type of accreditation may be summarised using the following quote:

"In spite of a general reluctance to run explicit accreditation programmes, there are still quality assurance activities in place in the Nordic countries that are essentially accreditation, although they do not carry that label. It is also evident that even inside the culturally homogeneous Nordic region, accreditation-related procedures are far from identical. There are variations in practice from one country to another, and even standard terms may carry different nuances of meaning" (http://www.enqa.eu/files/nordicquality.pdf, p. 5).

The report highlights and tries to provide answers to the following issues:

- What is meant by accreditation?
- Why does the importance of accreditation seem to be increasing?
- What accreditation (and accreditation-like) procedures can be identified in the Nordic countries today?
- What challenges do international developments in this field present to quality assurance in the Nordic countries?
- Do the Nordic countries have common needs and interests in relation to these developments?

Issues and answers to the main problems and challenges of accreditation in this report are also significant for future developments in MET accreditations because they are similar to the ones in MET and suggest a cautious approach to introducing accreditation-like procedures in IAMU-member institutions. These were mainly dealt with in the introductory part of this survey. Therefore only one of the issues will be shown here – To whom is accreditation to be entrusted:

An independent quality assurance agency with full accrediting authority may be established. Such explicit transfer of the accrediting power from government to a national agency is still rare.

An independent (or semi-independent) quality assurance agency with an advisory function may be established, in which case the government retains the right to have the last word in licensing matters, basing its decisions on assessments and advice from the agency – the arrangement currently prevailing in the Nordic countries.

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Where there is no national agency, an association of higher education institutions may exercise national quality assurance functions. Such formal powers are delegated from the State. The general trend has been to shift to systems operated by national agencies.

"Even individual institutions may exercise accreditation powers, both through their right to recognise education from other institutions as integrated in their own awards and diplomas and through the right to offer programmes and courses without any specific process of recognition (http://www.enqa.eu/files/nordicquality.pdf, p. 10). Formally, though, such 'self-accrediting' powers are also *delegated*.

The last example may be interesting in considering the likelihood of introducing a possible accreditation scheme within the IAMU.

The assessment criteria in the Nordic higher education, apparently closest to MET, are those set for technically-oriented programmes and include:

- the purpose and aim of the programme,
- its general design and content,
- administrative and physical infrastructure,
- the competence of the teaching staff,
- the student body,
- including recruitment profile,
- internationalisation, etc.

whereas the criteria focusing on the institutions as a whole are the following:

- the appropriateness of mission and aims statements,
- steering and management,
- administrative efficiency,
- financial resources and allocation systems,
- student and staff recruitment policies,
- staff competencies,
- appropriate learning resources/support,
- internal quality assurance system,
- research activities and
- educational outcomes

Therefore these criteria should be taken into account when setting up questionnaires for an in-depth study of evaluating MET programmes and institutions.

2.2.1.4 Conclusions of A survey of principal accreditation systems in higher education

1. Most MET institutions in the world have undergone some form of accreditation, primarily on the national level (the evaluators being mainly classification societies and higher education authorities / agencies); frequently, accreditation is as an integral part of ISO certification
2. The accreditation process has so far mainly involved study programmes rather than complete institutions
3. Accreditation increasingly (esp. in Europe) involves new and joint programmes based on mutual interstate or regional agreements, which replaces the tedious process of recognition of programmes
4. In most MET institutions solely marine engineering programmes have been accredited (mostly by IMarEST and ABET)
5. Nautical / navigation programmes have predominantly been accredited by national authorities (plus classification societies) and rarely by independent agencies (cf. Ziarati 2007 – Tudev's programmes of study for marine engineering and nautical engineering)

6. One of ACCREDIMET's objectives is to study the climate among MET institutions towards a possible international accreditation of the IAMU-member institutions and subsequently of a possibility of accrediting the BSc and MSc study programmes offered by these institutions for the purpose of increasing the market position of IAMU-member MET institutions.

Finally, it should be kept in mind that:

- accreditation gives acceptance (or not) that a certain standard is met in a higher education course, programme or institution (i.e. a minimum standard or a standard of excellence)
- accreditation always involves a benchmarking assessment (i.e. a criterion by which to measure something; standard; reference point)
- accreditation decisions are based solely on quality criteria.

The limits and critical points of accreditation can be summed up as follows: (cf.: (http://www.enqa.eu/files/nordicquality.pdf, p. 11-13).
- accreditation does not prohibit the delivery of unaccredited courses or the establishment of unaccredited institutions
- accreditation does not automatically secure public funding
- the problem of the relationship accreditation vs quality (the latter is almost impossible to define)
- accountability – „a major advantage of programme accreditation is that it provides a high degree of accountability, because it is clear to the stakeholders which criteria apply to a programme. However, in terms of accountability, this would require transparency in the internal quality assurance procedures"
- the problem of focus – Are we addressing the right issues?
- an obstacle to development - accreditation may turn out to be a conservative system, preferring the existing procedures (i.e. the criteria that the majority of experts agree upon). Therefore, „new, cross-disciplinary programmes, which cannot be classified as belonging to any individual discipline, are likely to pose problems in a subject-based accreditation scheme"
- it is questionable whether the same accreditation models suit all disciplines
- costly arrangements, etc.

2.2.2 Analysis of the ACCREDIMET questionnaire (Task 2)

As stated in Section 4.2.1, one of the most important characteristics of the accreditation process is the fact that in most cases it is conducted on a voluntary basis. This statement is particularly valid for accreditation systems that are based on international standards. Consequently, it is quite clear that further development of the accreditation system for IAMU members will inevitably depend on the willingness of the member institutions to undergo any kind of accreditation or accreditation-like process.

In order to study the willingness of the IAMU member institutions to undergo some sort of accreditation and to learn about their experiences and opinions on the subject, a special, tailor-made questionnaire has been prepared. The questionnaire is published in electronic form as a web-based questionnaire. The representatives of the member institutions were asked to fill out the questionnaire via website or in an electronic form. The contents of the questionnaire are attached as Appendix F.

The questionnaire consists of four sections:
- Basic information,
- International accreditation,
- External examiner system, and
- General views.

In the first section the most general information about institutions and study programmes they offer are collected. Apart from the very basic data on study programmes some data on existing accreditation schemes already in place have been targeted in this research.

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The questions in the second section of the questionnaire are generally aimed at collecting opinions and views relating to the accreditation scheme developed by the IAMU and for the IAMU members. The most important views requested in this section are those dealing with expected positive and negative impact that such accreditation can have on the institution subjected to the accreditation scheme.

The third section of the questionnaire is dedicated to the external examiner system,[1] i.e. whether it exists in a particular country or in an educational system. The main purpose of the section is to determine the main characteristics of the system in place and to identify the modes of interaction with other quality control systems within the institution or in the national maritime education and training system.

Finally, the fourth section of the questionnaire aims to determine the general willingness of the examined institutions to participate in a possible future accreditation scheme as well as to determine the benefits the MET institutions may expect from such a process. In addition, the institutions have been asked to identify the areas where they expect an accreditation-like procedure would be most beneficial. Equally interesting is to examine the views of the IAMU member-institutions as to who (e.g. IAMU experts, peers, etc.) should be in charge of the accreditation process.

In general, the questionnaire has been designed having in mind the following assumptions:
- the number of questions should be minimal;
- the questionnaire is designed for experts by the experts and, as a rule, questions relating to the well-known facts or facts that are available from the member institutions web are avoided;
- the questions should be as general as possible, thus avoiding the necessity to explain the details of the particular educational system; therefore, the prevailing questions are of the *Yes or No* or *True or False* type, multiple-choice, scaled selection, etc.
- the answers should reflect opinions and attitudes;
- the questionnaire is designed having IAMU member institutions in mind – the accreditation system to be developed is devoted to the higher-education institutions offering at least BSc degrees.

The questionnaire was available on-line for six weeks and within this time the responses were received from 33 different institutions[2] across the world. All responses received are attached as Appendix G.

2.2.2.1 Analysis
Section 1: Basic Information

1.1 Please state your institution/faculty.

Among the members institutions that responded to the questionnaire five institutions are from North America, eleven from Europe, two from the Africa and 14 from Asia. As it can be clearly seen from the picture relatively even geographical representation has been achieved.

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[1] Originally, the external examiner system was introduced in UK during the 19th century, and it is therefore quite common in countries whose higher education systems were developed following the United Kingdom tradition, or strongly influenced by it. Basically, it is one of the oldest systems of quality control within higher education. In its original form it is a part of the examination process, that at least one member of the examining board should be from an institution other than the one awarding the degree (and should have no recent affiliation with it). Today, external examiner system may include not only examiners who actively participate in the examination process but also examiners who scrutinize the whole educational process, thus becoming a kind of overall quality control system.

[2] One member institution responded to the questionnaire after this report was submitted. The response from the institution is added in Appendix G but is not mentioned in this report.

Figure 1 Locations of the participating institutions.

The list includes the following 33 institutions (in alphabetical order):

- Admiral Makarov State Maritime Academy, Russia
- Admiral Ushakov Maritime State Academy, Russia
- AMET University, India
- Arab Academy for Science & Technology and Maritime Transport, Egypt
- Australian Maritime College, Australia
- Baltic Fishing Fleet State Academy, Russia
- Batumi State Maritime Academy, Georgia
- The California Maritime Academy, USA
- Constanta Maritime University, Romania
- Dalian Maritime University, China
- Dokuz Eylül University, Maritime Faculty, Turkey
- Fisheries and Marine Institute of Memorial University of Newfoundland, Canada
- Gdynia Maritime University, Poland
- Ho Chi Minh City University of Transport, Vietnam
- Hochschule Wismar, University of Applied Sciences - Technology, Business and Design, Germany
- Istanbul Technical University, Maritime Faculty, Turkey
- Jade University of Applied Sciences, Germany
- John B. Lacson Foundation Maritime University, Philippines
- Karadeniz Technical University, Turkey
- Kobe University, Graduate School of Maritime Sciences, Japan
- Korea Maritime University, College of Maritime Sciences, Korea
- Maritime Institute Willem Barentsz, University of Applied Sciences NHL, Netherland
- Maritime State University named after Admiral G.I. Nevelskoy, Russia
- Mokpo National Maritime University, Korea
- Odessa National Maritime Academy, Ukraine
- Polytechnic University of Catalonia, Faculty of Nautical Studies Barcelona, Spain
- Regional Maritime University, Ghana
- Shanghai Maritime University, China
- State University of New York, Maritime College, USA
- Szczecin Maritime University, Poland
- U.S. Merchant Marine Academy, USA
- University of Rijeka, Faculty of Maritime Studies, Croatia
- World Maritime University, Sweden

(WMU)

1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc

In their responses the MET institutions specified at least one of their representative study programmes. Taken all together the list of BSc study programmes offered is quite impressive. It includes the following study programmes:

Administration	*Marine Electrical and Electronic Engineering*
Administrative Management	*Marine Electronic & Communication Engineering*
Art Design	*Marine Electronics and Communications*
Automation	*Marine Engine Power System*
Automated Control of Technological Processes	*Marine Engineering*
Automobile Mechanics	*Marine Engineering Ship's Power Plants Operation*
Bridge and Highway Construction	*Marine Engineering Technology*
Building Machinery	*Marine Environmental Science*
Business Administration	*Marine Information Systems*
Business and Management	*Marine Machine and Equipment Diagnosis and Repairs*
Business Management	*Marine Operations*
Civil and Industrial Construction	*Marine Police*
Communication Systems and Technologies	*Marine Power Plant Operation*
Communications Engineering	*Marine System Engineering*
Computer networking and telecommunications	*Marine Technology*
Computer Science and Technology	*Marine Traffic Engineering*
Computer Science in Transport	*Marine Transport and Logistics Economics*
Construction Economics	*Marine Transportation*
Cruise Ship Management	*Maritime Business Administration,*
Customs Administration	*Maritime Economics and Port Management*
Deep-Sea Fishing	*Maritime Electrical and Electronic Engineering*
Division of Maritime Transportation System	*Maritime Information Technology*
Ecologistics for Transport	*Maritime Law*
E-Commerce	*Maritime Management and logistics*
Economic Engineering in Transport	*Maritime Operations*
Economics	*Maritime Sciences*
Electrical Engineering	*Maritime Studies*
Electrical Engineering and Automation	*Maritime Transportation and Management Engineering*
Electrical Engineering and Intelligent Automation	*Math and Applied Math*
Electrical Engineering Electric Systems and Complexes of Transport Means	*Mechanical Engineering*
Electronic Information Engineering	*Mechanization of Cargo Handling*
Electronics and Telecommunication Engineering	*Mechatronic Engineering*
	Mechatronic Engineering Port Machinery
Environment Engineering	*Nautical Science*
Environmental Protection Engineering	*Naval Architecture*
Facilities Engineering	*Naval Architecture and Marine Engineering*
Financial Management	*Navigation*
Fisheries Technology Engineering	*Navigation and Waterborne Transport*
General Engineering	*Navigation Science*
Global Studies and Maritime Affairs	*Navigation Technology*
Harbour Engineering	*Navigation/Maritime Logistics,*
Hydrographic Survey and Aids To Navigation	*Network Engineering*
Industrial Auto-electrical Engineering	*Ocean System Engineering*
Industrial Design	*Ocean technology*
Industrial Electricity	*Petroleum Engineering*
Industrial Engineering	*Port, Fairway and Coast Engineering*

Information and Communication Engineering	*Ports and Shipping Administration*
Information and Computer Science	*Radio Engineering Radio-electronic Appliances, Systems and Complexes*
Information Management and System	*Railroad and Metro Construction*
Information Technology	*Rescue*
Inland Shipping	*Safety Engineering*
Integrated Transport Logistics	*Sea Ports and Fleet Operation*
International Accounting	*Sea Transport*
International Economics and Trade	*Sea Transport Economics*
International Transport Management	*Ship and Ocean Engineering*
International Transportation and Trade	*Ship Electrical Engineering*
IT & Communication Engineering	*Shipbuilding and Floating Objects*
Jurisprudence Maritime Law	*Shipping & Logistics*
Law	*Shipping Finance*
Logistics	*Shipping Management*
Logistics and Management	*Ship's Operation Technology*
Logistics and Management in European Transport System	*Ship Propulsion & Auxiliary Systems of Ship*
Logistics Engineering	*Technology of Transport*
Logistics Management	*Testing/Controlling Technology and Automation*
Logistics Management and Multi-Modal Transport	*Thermal Energy and Power Engineering*
Machine Design, Manufacture and Automation	*Tourism Management*
Management of Production and Transport Safety and Security Systems	*Transport*
Management of Production Quality and Integrated Transport	*Transport Engineering*
Management of Shipping	*Transport Planning*
Management Science	*Water Tourism*
Marine Business and Commerce	*Water Transport*
Marine EEE	*Waterway and Offshore Construction*
	Waterway Transport Safety

The largest number of the institutions involved in the questionnaire analysis offers two "major" marine transport programmes, namely one for deck department and one for engine-room department. In fact, there is only one MET institution in the analysis that does not offer both "major" programmes of study. However, the titles used to label these programmes vary to a great extent and differ largely from one institution to another. The same also holds for their duration, which makes it extremely difficult to compare these programmes directly. In addition to these two programmes, most institutions offer one or several programmes mainly dedicated to port operations, marine electronics and communications, logistics and shipping economics. Exceptionally, one institution offers 27 different programmes, of which at least one third is not closely related to maritime transport.

1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.

The list of master courses reported by the institutions responding to the questionnaire is also quite impressive. It contains 98 different master courses (after deletion of all duplicate titles!). However, the majority of courses covers a relatively narrow subject area (shipping and the related activities), probably covering very similar curricula. Contrary to this fact, there are several master courses which are obviously not very close to traditional maritime subjects, but still offered by predominantly maritime institutions. It clearly shows the variety of subjects being taught at maritime institutions, indicating their high dependence on the prevailing educational needs in a particular country.

Accounting	Marine Electronics and Communications
Administration	Marine Engineering
Advanced Electrical Engineering	Marine Engineering Management
Advanced Marine Engineering	Marine Engineering Operation and Maintenance
Automation Automated Control of Technological Processes	Marine Engineering Ship's Power Plants Operation
Business Management	Marine Engineering Technology
Clean Energies for Environmental Protection	Marine Fleet Operations Management
Communications and Information Systems	Marine HR
Computer Application	Marine Police
Computer Software and Theory	Marine System Engineering
Computer Technology	Marine Technology
Construction and operation of marine electric-power systems	Traffic Information Engineering and Control
Construction Economics	Marine Tourism
Control Theory and Engineering	Marine Tourism and Yacht Master
Deep-sea fishing	Maritime affairs
Division of Maritime Transportation System	Maritime Business Administration
Economics	Maritime Education
Electrical Engineering Electric Systems and Complexes of Transport Means	Maritime Law
Electricity	Maritime Management
Electronics and Communication Engineering	Maritime Management and logistics
Engineering	Maritime Sciences
English Language and Literature	Maritime Security, Safety and Environmental Management
Enterprise Management	Maritime Transport
Financial Management	Maritime Transportation and Management Engineering
Fisheries Technology Engineering	Maritime Transportation Engineering
Foreign and Applied Linguistics	Mechatronic Engineering
Hydrography,	Meteorology
Ideological and Political Education	Nautical Science
Industrial Auto-electrical Engineering	Naval Architecture and Marine Engineering
Industrial Economics	Navigation
Integrated communication systems	Navigation Science
International Business Administration	Ocean System Engineering
International Cruise Ship Management	Operation and Management of Maritime Systems
International Trade	Ports and Shipping Administration
International Transportation Management	Ports Management and Engineering
IT technology,	Power Electronics and Electric Driver
Jurisprudence Maritime Law	Project Management
Law	Radio Engineering Radio-electronic Appliances, Systems and Complexes
Logistics	Radio,
Logistics and Management	Sea transport
Logistics and Maritime Transport	Ship Management
Logistics Engineering	Shipping & Logistics
Machine Design and Theory	Shipping Finance
Magnetic Fields and Microwave Technology	Signals and Information Processing
Management	Technological Economics and Management
Management and engineering of production	Technology of Transport
Management of Shipping	Testing Technology and Automation Devices
Management Science and Engineering	Transport organization and management
Marine Biotechnology	Transportation and Engineering Management

1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years? Please state yes or no.

All institutions have replied to this question with *yes*. It seems that some form of external assessment is an essential and unavoidable requirement for the modern maritime education and training all over the world.

1.3.1 With reference to the previous question, what type of assessment was applied?
- *International accreditation,*
- *National accreditation,*
- *External examination,*
- *Other (ISO 9000, etc.).*

Of all the institutions covered by the questionnaire, 26 institutions or 81% have been subjected to, or have undergone, some form of national accreditation. It can be reasonably assumed that all these accreditations are compulsory. Nearly equal number of institutions (12 or 39%) has been subjected to international accreditation[3] (a) and an external examiner system (c).

It is worthwhile notifying that of all institutions quoting "other accreditation system" (21) two thirds (15) have specified ISO 9001 system as the one implemented in their institutions, while the rest selecting "other" as a response mostly refer to regional accreditation systems.
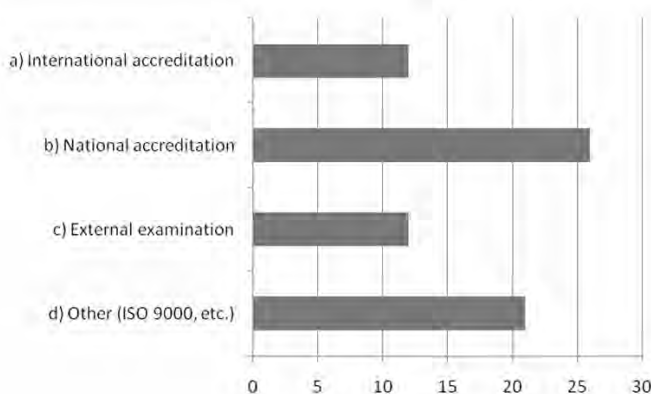
Figure 2 Types of assessment already conducted in higher education MET institutions

There is no MET institution offering BSc or MSc degree programmes which has not undergone any kind of external assessment with respect to these programmes. As a matter of fact, there is even a number of institutions with double or triple assessment in place. Furthermore, two institutions (from the same country) recorded all four options, meaning that there are international and national accreditation systems in place, including the external examiner systems as well as other systems (ISO 9001).

1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.

Among 21 institutions that selected the option *d) - Other (ISO 9001, etc)* - all except one recorded the ISO 9001 system as the one actually being in place while three also mentioned the localized/customized/regional versions of the same ISO 9001 system.

1.4 Accreditation may involve an MET institution as a whole or a programme of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.

---

[3] In this question the definition of the term "International accreditation" is left to each institution to specify as it deems appropriate.

(WMU)

Out of a total of 32 MET institutions, 25 institutions reported to have been accredited as a whole, i.e. they have undergone institutional accreditation. Six institutions have reported that only certain study programmes are accredited, and one institution (World Maritime University) has excluded itself since WMU does not carry out programmes enlisted as separately accredited.

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?
- *Marine engineering,*
- *Nautical science,*
- *Logistics and management in shipping,*
- *Maritime technology,*
- *Other.*

Six institutions reported that only some of their study programmes had been accredited and not the institution as a whole. Among the programmes accredited separately, independent of institutional accreditation, marine engineering and nautical sciences are recorded four times each, whereas other study programmes were accredited in the case of two institutions.
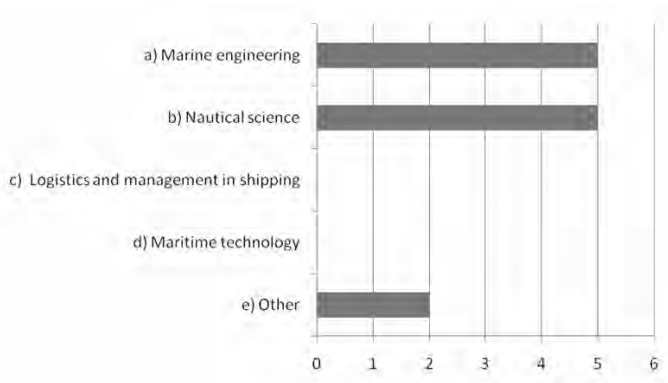
Figure 3 Number of accredited study programmes

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation.

Among other accredited programmes the two questioned institutions mentioned BSc in Maritime Economics and Port Management, BSc in International Transport Management and MSc in Maritime Management. These study programmes are quite common with many maritime higher education institutions and therefore it is not surprising to find these programmes on the accreditation list. One institution mentioned MSc in Marine Traffic Engineering as an accredited study programme. It is not a common programme but it seems very close to "traditional" nautical sciences.

1.5 How long is the validity period of the accreditation?

As expected, the validity period for various accreditation schemes shows a very high degree of variability: from one year up to ten years. The most frequent period of validity is a five-year period. It is within expectance since many of quality assurance schemes (ISO 9001) as well as educational accreditation schemes have the validity period of five years.
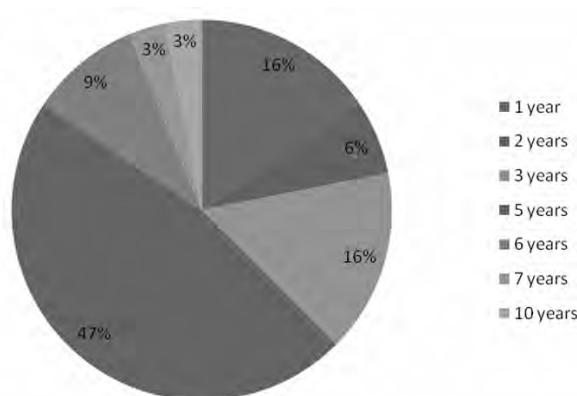
Figure 4 Validity periods of accreditation schemes

Section 2: International Accreditation

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.

Of all replies 29 replies confirm that the present external assessment does satisfy the institution's needs. Only three replies stated that their needs are not satisfied with the present external assessment system.

2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1

Of all respondents 11 did not comment the previous question. Among other comments several are just explanation of the system being in place in a particular country. However, a number of comments are worthwhile to be presented here since they show valuable remarks. Here is the list of the comments:

...
(COM-2.1.1/a) Our ISO assessment covers all aspects of our operation, including purchasing, project development, as well as course and program development. It does not cover an assessment of course or program content. This is assessed by Transport Canada.

...
(COM-2.1.1/b) Accreditation is stimulation for systematic development of organisation. It is arm to follow the best standards procedures and self-controlling.

...
(COM-2.1.1/c) Our University has a long experience and reputation for MET, based on a grown attitude of the staff as a part of a sort of culture in education – this resulted in the trust of the German government and specifically the Ministry of Transport to hand over the Certificate of Competency to all our graduates after they have finished their studies successfully without any further assessment by an additional board (e.g. Coast Guard or similar institutions.) – and this system is still in place as long as we comply with the STCW (checked by governmental representatives in selected final students examinations) and pass the audits by GL. Therefore we have the feeling that all measures coming along with STCW assessment are mainly a burden of growing paperwork only.

...
(COM-2.1.1/d) The items needed to be audited are too many, more auditors will be preferred during auditing within a limited period of time.

...

(WMU)

(COM-2.1.1/e) The external assessment is carried by the governmental institution; it is a kind of our obligations.

...

(COM-2.1.1/f) In case of Croatia the accreditation system is twofold: it is independently carried out by the Ministry responsible for the safety of navigation (in areas dealing with STCW requirements) and by the Ministry responsible for higher education. In both systems a focus is on administrative requirements, not on the real issues. As a consequence, no useful advices are given, and the personnel usually see assessment as just another job to be done, with no real aspiration for improvement.

...

According to the comments above, it has to be emphasized that several comments do not support the actual accreditation and quality assurance systems in place, based mostly on the ISO 9001 standard. All others either do not comment on the present requirements or consider it as an obligation which should not be questioned.

Additionally, it has to be noted that, apart from the first one, not a single comment makes reference to the assessment of the course contents.

Based on the comments given as a response to this question it seems highly reasonable to direct further developments toward a quality improvement system, i.e. an accreditation procedure that will focus more on the curricula and the methods of teaching, and much less on organizational issues.

2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:

Only three negative answers were received as a response to Question 2.1. Of the three answers, only two offer explanations. Since, according to the authors, both explanations are right and to the point, they are reproduced below:

...

(COM-2.2/a) In general there are too many assessments by several institutions, and overlapping to some extent for academic aspects, STCW aspects and others. For the STCW aspects we have a long experience and reputation for MET, therefore we introduced our national assessor Germanischer Lloyd into the subject for one year - after that we have been assessed by GL every half year, and we have to pay for that service of GL on behalf of the German Government. Additionally there was introduced another accreditation and assessment by the EMSA this year. Apart of that we have to fulfil also the standards for Academic surveys set by the Ministry of Education in our country. Therefore we would not like to support any additional accreditation scheme – except it will replace all the others mentioned before!

...

(COM-2.2/b-1) In most cases external assessors have neither on board nor in-class teaching experience. Consequently, they are focused on administrative requirements and fail to spot the important issues.

(COM-2.2/b-2) A real help for any MET institution management would be a fair and honest independent assessment carried out by experienced colleagues (being at least modesty experienced, both on board and in class). Opposite to that, another administrative "assessment" is useless and very effective waste of time and resources and should be avoided.

...

Both comments undoubtedly presented reluctance to another accreditation scheme, especially if it will follow the path made by presently existing accreditation or evaluation schemes. Consequently, any new accreditation scheme, if proposed, will have to avoid the pressure that existing schemes have created on educational institutions, and, in order to be successful, should apply a much softer, more "collegial" approach.

2.3 If you had been assessed by external assessors, are they in general:
- *Very well-trained, with thorough understanding of all MET processes,*
- *Well trained, with fair understanding of main MET processes,*

- *Trained but not familiar with main MET processes,*
- *Satisfying formal requirements but with a very limited understanding of MET,*
- *Not trained at all, with no experience in MET.*

The aim of this question is to "capture" the appearance of the external assessors who carry out assessment by the member institutions. The scale selected is based on two different characteristics (training, understanding of MET processes). In order to keep the question as simple as possible those two characteristics have been combined in a single statement.
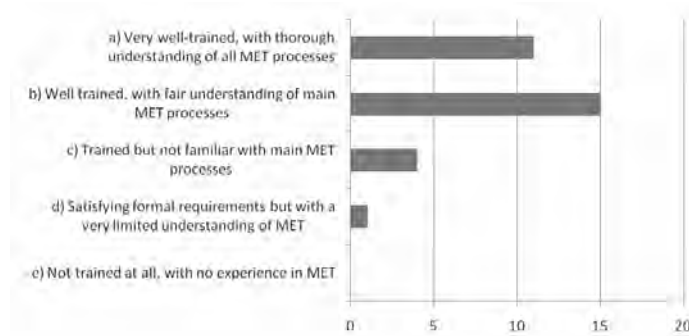
Figure 5 Evaluation of external assessors

From the answers received it is quite obvious that the majority of institutions have no objections to assessors' abilities to carry out the supposed tasks. Only 5 out of 32 answers (approximately 16% of all replies) describe average or less than average capabilities of assessors. No one respondent selected the "worst" option describing external assessors as not sufficiently competent (*Not trained at all, with no experience in MET*). These results evidently indicate that no further action is justified on the side of external assessors, or at least not for the time being.

2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)? Please state yes or no.

This question should reveal how often other stakeholders are presented with results of the external assessments. According to the replies, 19 institutions (59%) have presented the outcomes of the assessment to third parties while the remaining 13 institutions used the results for internal purposes. It is assumed that the institutions that did not present results to third parties use the results primarily to improve their own procedures.

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?
- *Strongly agree,*
- *Agree,*
- *Neutral,*
- *Disagree,*
- *Strongly disagree.*

The purpose of this question was to estimate how influential the prosperous IAMU accreditation scheme could be among other top-rating stakeholders. When evaluating the following answers it has to be taken into account that in certain cultures external (international) accreditation bears much higher significance.

(WMU)
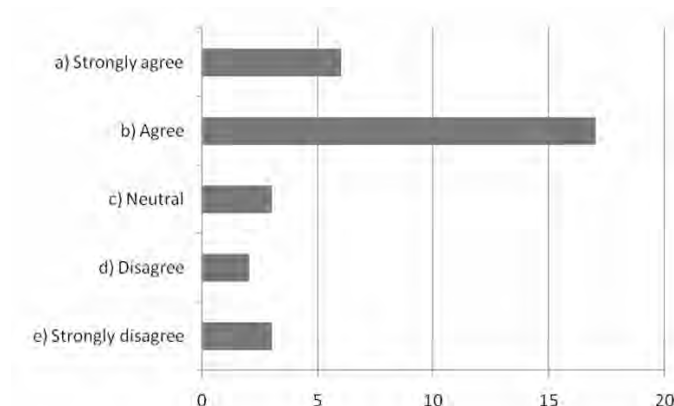
Figure 6 Estimation of the ability of an accreditation scheme to assist the MET institution in maintaining or improving the competitive status or reputation

According to the answers received, 23 institutions believe that accreditation scheme could improve their public image among the respective stakeholders. It has to be highlighted that *Disagreement* or even *Strong disagreement* is declared in 5 answers. These statements came from well-known institutions from the most developed countries. It seems that in these countries assessment and accreditation procedures already in place have created a certain antagonism towards another inspection-like scheme, no matter how much it can improve the public perception of a particular institution.

It is worthwhile noting that these answers also indicate the importance, i.e. readiness, of the particular institution to implement a possible IAMU accreditation scheme, if any agreement to this effect is reached.

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?
- *International recognition of your MET institution,*
- *Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.),*
- *Evidence of academic/professional benchmarks achieved by your MET institution,*
- *Others.*

As expected, international recognition is regarded as the most important benefit of a possible IAMU accreditation scheme (23 answers). The use of accreditation as a proof of quality to be presented to the shipping industry is recognized by 17 institutions. Finally, accreditation as a tool for academic or professional benchmarking is recognized by only 13 institutions
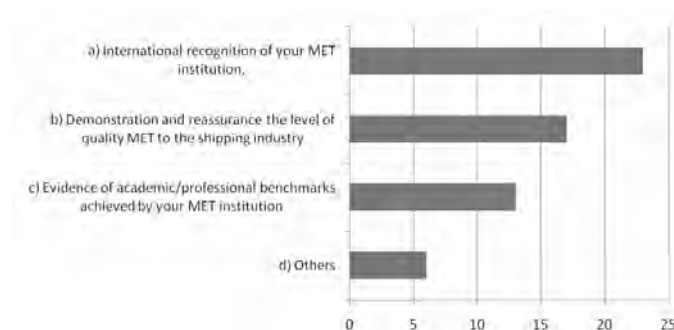
Figure 7 Expected benefits of a possible IAMU accreditation scheme

It is quite important to notice that most institutions expect to "use" the IAMU accreditation scheme as a proof of quality for external users (shipping industry, other MET institutions …). Use of an accreditation scheme as a tool for further improvements is less recognized.

Here, it has to be emphasized that the implementation of an accreditation scheme as a proof of quality for external users requires very precise and detailed standards to be satisfied. And these standards have to be implementable across significantly different educational systems and cultural environments, not to forget diversified modes of financial support to MET institutions, from pure private ventures up to institutions fully supported by the government. Contrary to this, if an accreditation scheme is used as a tool for internal benchmarking and improvement, then the standards to be implemented could be made much "softer". In such a case legal, cultural and financial issues are not as challenging as they seem to be in the previous case.

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here.

Only six respondents replied to this question. The benefits they expected, beside those already mentioned in the previous question, are as follows:

…
(COM-2.6.2/a)   Increase the importance of IAMU as an MET association.
(COM-2.6.2/b)   I hope that one day, IMO model courses will be edited by IAMU.
…
(COM-2.6.2/c)   IAMU accreditation would only [be] of some minor importance in case all the other institutions have it - and we do not.
…
(COM-2.6.2/d)   Another accreditation scheme is definitely not necessary. It would just lead to a duplication of administrative work. Currently we already run two different systems (ISO 9001 and national accreditation).
…
(COM-2.6.2/e)   Increased collaboration and experience-sharing within IAMU.
…
(COM-2.6.2/f)   Very helpful for new programs, for MET institutions in the developing countries, for the program that do not have any or very limited external exposure.
…

From the received answers it is quite obvious that different institutions see additional benefits from the accreditation process in a different way. It seems that the expected benefits mostly depend on the economical, cultural and social environment within which the MET institutions accomplish their missions, which is one of the reasons why these benefits cannot be easily harmonized.

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:
- *Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study),*
- *Exposure to too many (too frequent) assessments imposed by external administrative bodies (ministry of education, maritime administration),*
- *Cost of assessment (assessment fee, visiting audit, etc.),*
- *Time-consuming engagement of both managerial and administrative staff,*
- *Others.*

This question aims to collect views and experiences among the IAMU member-institutions, in particular the negative effects of previous external assessment that the institutions have experienced in the past. This being so, the responses to this question should help to detect the aspects of the accreditation process that could impair or even prevent its wider application.

(WMU)
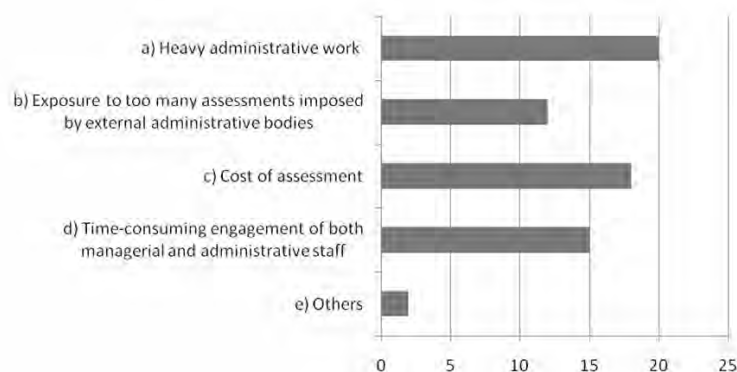
Figure 8 Negative aspects or effects of previous external assessments

From the responses received it is quite obvious that heavy administrative workload is considered by the two thirds of all institutions as the most negative aspect of an external assessment procedure. For 18 institutions the costs of assessment are too high and should be reduced. Almost half of the institutions involved in the questionnaire consider that external assessment is too time-consuming. Finally, twelve institutions marked the number of external assessments as too high.

Taken all together, these comments, particularly if taken together with the answers given to the questions 2.5 and 2.6.1, emphasize the need to avoid the introduction of an unnecessary workload and to reduce it to as low as possible, in particular the administrative work not directly related to the main objectives of the accreditation process.

2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below.

Only one comment has been received as a response to the above question. It stated that:

(COM-2.7.2/a) "Rigid external audits set to specific standards of pedagogy, may limit the academic freedom and creativity that is the bedrock of university education."

This comment definitely highlights a serious threat that can jeopardize the overall efficiency of an educational institution if standardization is not implemented very carefully – too many standards or too rigid standards seriously restrict the creativity, on both sides: among teachers as well as among students. Therefore, whatever accreditation system is to be proposed, it should provide sufficient room for cultural differences in general and for introducing and sharing common methods of teaching in IAMU member-countries. As a result, the various methods applicable in different countries are expected to instigate unleashing of inventiveness, creativity and mobility among students and instructors of the IAMU member-institutions.

Section 3: External Examiner System

3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g. 2001, etc.

Of all institutions 24 of them responded this question. By stating the introductory year these institutions actually confirm the entry into force of the external examiner system as a part of their education and training system.
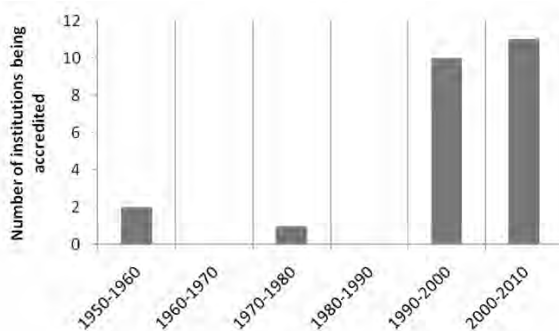
Figure 9 The year of introduction of the external examiner system

The earliest years of introduction were 1950 and 1952. After that, for almost 30 years only one institution (among the ones questioned) introduced the system. The majority of interviewed institutions introduced the system in the 90' and especially after the year 2000. This significantly coincides with a wider application of the STCW Convention, obviously provoking a number of institutions to look at "what's going on in the neighbour's yard" and to take over some good practices. Therefore this period can be seen as a period of early globalization in the global MET arena. There is no recognizable regional distribution among those who prefer the external examiner system as well as among the institutions that are in favour of such a system.

3.2 How often do you have visits and/or reports from the external examiner/s?
- *More than twice a year,*
- *Twice a year,*
- *Once a year,*
- *Others.*

The effectiveness of the external examiner system depends, to a great extent, on the frequency of visits within an accreditation or evaluation scheme. In this respect eleven institutions reported visits once per year while nine institutions reported two visits on average per year. There are no institutions with more than two visits per year.
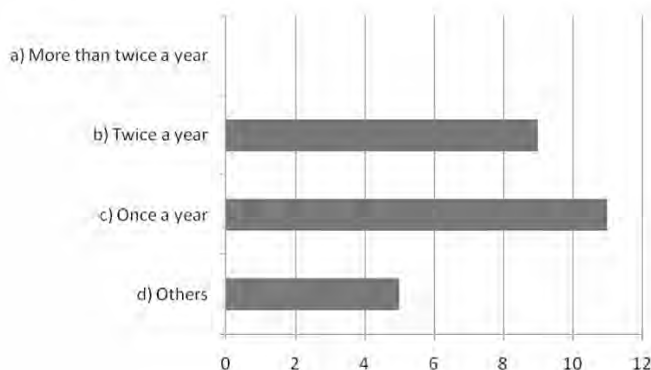
Figure 10 Frequency of external examiners visits

(WMU)

It is worthwhile noting that 5 institutions reported a time span between visits longer than one year. In the cases when visits are very infrequent it can be argued that positive effects of external examiners participation in the MET system are not easily maintained. The answer to this question definitely depends on formal duties and responsibilities of external examiners, in particular whether he/she actually participates in examinations or he/she only examines the functionalities of the education system in place, with no actual involvement in the educational processes.

3.3 Are the external examiner(s) from your country?

As expected, the majority (21 out of 24) of institutions have reported that external examiners are the citizens of the same state where the MET institution is located. However, in two cases the external examiners were foreign citizens, and in one case institution reported that they had employed domestic and foreign external examiners.

3.4 Please state the minimum qualification of your external examiner(s) (Ex, BSc, MSc, PhD).

Of all institutions six have responded that a bachelor degree is a minimum qualification, six have indicated the master degree as a minimum qualification, and seven have given PhD as the required/expected external examiners' qualification. Apart from these general qualifications, the institutions also specified the following:
- *Experts of maritime affairs/assessment,*
- *Industry experts,*
- *Specialist.*

In principle, external examiners are experts who carry out on daily basis the same or very similar tasks in other institutions. Or, in the case of certain regulated professions, they are experts actually carrying out top-level duties the students are preparing for. Following this line of reasoning it was expected that at least several institutions would point out either actual or ex-seafarers as external examiners. From available data it is not clear whether it is omission or they are deliberately not invited to participate.

3.5 Do the external examiner(s) need to have in-depth knowledge with the same field? Please state yes or no.

All together, 24 institutions responded this question. Among them, 20 institutions (83%) replied with a positive answer while 4 replied with a negative answer. This distribution cannot be explained on the basis of the data collected. The data received clearly reveal that external examiners are expected to participate in the education processes, in particular in examinations, where in-depth knowledge with the same field is highly required. In only 4 institutions the external examiners are required to evaluate the educational system, thus thorough knowledge of the system is a prerequisite.

3.6 Is the final report from the external examiner/s made public? Please state yes or no.

With respect to public reporting of the results of external evaluation, 15 institutions have reported that external examiners reports are made public while 9 stated that these reports are not made public.

3.6.1 If you had answered Yes to the previous question, to who is the report made available?
- *Staff,*
- *Students,*
- *External stakeholders.*

This question has been replied by 15 institutions. Among these, all 15 institutions make the external examiners' reports known to the faculty and administrative staff. However, 9 institutions made these reports available to the students and 5 of them made them available to external stakeholders.

Based on these answers as well as taking into account other replies in this section, it seems that external examiners' role has been slightly shifted from examination only toward assessment of the educational system. Based on the available data, no firm conclusions can be drawn as to whether this shift (if it exists) has actually improved the system or not.

Section 4: General Views

4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions? Please state yes or no.

The aim of the first question in this section is to examine whether member institutions consider preparation of the pilot IAMU accreditation scheme beneficial. Of all answers 26 institutions consider a pilot IAMU accreditation scheme as beneficial. On the other hand 6 institutions do not perceive any advantage of such an accreditation scheme. It is worthwhile noting that there are no regional preferences among those answering *Yes* or *No*.

4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme? Please state yes or no.

Among those institutions that consider development of the IAMU accreditation scheme as advantageous 18 are ready to participate in a development and implementation of the IAMU accreditation scheme. Such willingness (56% of all questioned institutions) may be considered as relatively high.

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?
- *Teaching,*
- *Practical training,*
- *Examination,*
- *Administrative processes.*

The aim of this question was to examine what areas of their activities the member institutions consider the most appropriate for the possible pilot accreditation scheme. The question has been answered by 30 institutions, including 5 out of 6 institutions that consider the IAMU accreditation scheme as not beneficial.
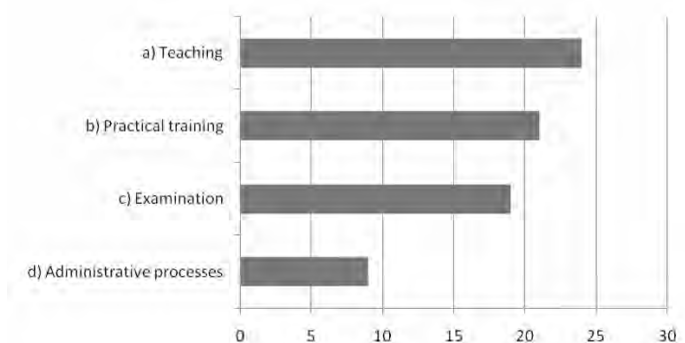
Figure 11 Areas where the IAMU accreditation scheme offers major opportunities for improvements

As expected, the majority (24 institutions) considers the teaching as the most important area where the accreditation process could bring significant benefits. Second in row is practical training (21 institutions), where international exposure can improve the current practice. Examination received an almost equal number of affirmative responses: 19 institutions consider that examination as a part of educational process can be improved through accreditation.

4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?
- *Teaching,*
- *Practical training,*
- *Examination,*
- *Administrative processes.*
  -

This question seeks respondents to select areas which should be excluded from a possible IAMU accreditation scheme, and as such it opposes the previous question.

As expected, the results are complementary to the previous one, taking into account that ten institutions did not respond this question.
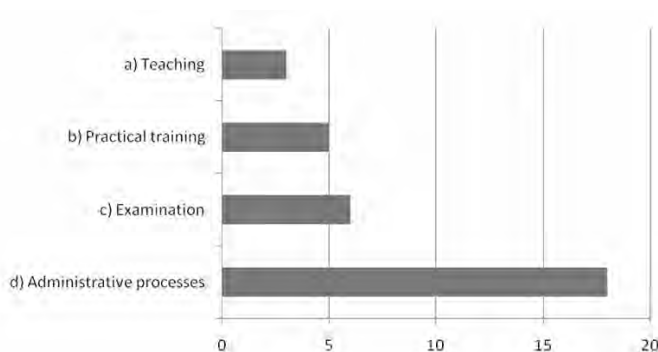
Figure 12 Areas to be excluded from the IAMU accreditation scheme

As discernible from Figure 12, the only process that should be excluded from the accreditation scheme is administrative processes. These answers, taken together with the answers to questions 4.1.3 and 2.7.1 clearly emphasize the need for shifting the workload from the tasks bearing lesser importance to the more important activities (teaching, examinations …).

4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, to who should such accreditation be entrusted to?
- *Independent accreditation agency,*
- *Classification societies,*
- *Body or pool of peer experts delegated as auditors by IAMU member institutions,*
- *Other.*

This question aims to find out to whom a future IAMU accreditation process should be entrusted, if the IAMU member institutions agree to prepare a pilot accreditation scheme. Of all participating member institutions, 30 institutions have responded this question. As expected, the majority of them (24 institutions or 80% of the ones that replied) saw the body or pool of peer experts as the entity to which the accreditation process should be entrusted. It is assumed that IAMU member institutions are inclined to nominate distinguished members of faculty (teaching staff) as accreditation experts.
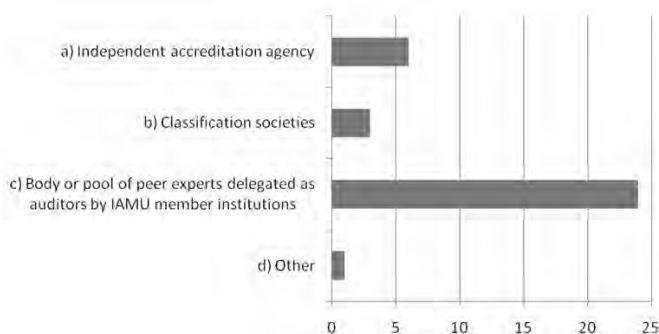
Figure 13 Entities that could be entrusted to carry out the IAMU accreditation process

Six institutions proposed an independent accreditation agency. This implies that either a new agency has to be established or the existing one can be selected and be designated to accomplish a pilot accreditation scheme.

It is worthy noticing that only three institutions considered a classification society as a body to whom the IAMU accreditation might be entrusted. Having in mind that ISO 9001 system is usually certified by classification societies, that classification societies are deeply entrenched in shipping industry and that certain accreditation schemes developed by classification societies already exist (e.g. accreditation of simulator centres according to the *Standard for Certification No. 2.14 - Maritime Simulator Systems* developed by DNV), one would have expected more institutions to support this options. Apparently, classification societies are not perceived as the institutions that can or should undertake the assignment of accrediting higher-education MET institutions.

4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.

Only one institution proposed option *d), Other,* as a response to question 4.2.1. The same institution proposed the following as an explanation:

...
(COM-4.2.2/a) [Please], make 2 or 3 steps to set up the accreditation scheme;
The 1st stage will be formed a scheme as blue print by the WMU, and pick up several model institutes of IAMU members.
The 2nd stage will produce a pilot or preliminary accreditation form and carry the same institute as the 1st stage. In the stage forming the teaching staffs and an administration office for the scheme from the IAMU members.
The 3rd stage the administration office will continue the scheme at least five years.
...

As it can be seen, according to the proposal the whole process is more or less assigned to the IAMU, including formation of the administration office.

It should be noted that one institution that already selected options a) and c) stated the following:

...
(COM-4.2.2/b) We can as all members of IAMU select also one classification society, for example DNV or other.
...

It has to be emphasized that such approach opens an array of questions that could not be easily responded. For example, is such exclusive role granted to one classification society appropriate for an association such as IAMU, particularly having in mind the principles drawn in the Basic Agreement of the IAMU.

(WMU)

4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.

In response to this question 12 replies have been received. Among them three comments actually contain further references. Other comments (unedited) are shown below:

...

(COM-4.3/a)   QA System might be different for MET and other programs. For MET the QA system should be very close to ISM Code formal structure, but for other programs it might be based on ISO 9000:2008.

...

(COM-4.3/b)   1. Further standardization of curricula
2. Elaborating of uniform data base of methodic supply of different courses
3. Assistance in arranging training practice on board

...

(COM-4.3/c)   DNV Accreditation for maritime institutes.

...

(COM-4.3/d)   We recently were part of a Third party audit (tied to a review of [...]) which proved to be very beneficial in having us provide explain our procedures and policies. It allowed us to see where we could make improvements.

...

(COM-4.3/e)   Follow-up of graduates of the member institution.
Identification of the demands of shipping companies and the appropriateness of the graduates.
Quality and quantity of research activities.
Publication of the staff.

...

(COM-4.3/f)   Skills Assessment

...

(COM-4.3/g)   All member institute of IAMU must send the head office of IAMU their annual reports include items of academic researches, enrolment of BSc and MSc programmes, activities of the institute and movement of the marine logistics industry. A report format will be produced by the head office of IAMU.

...

(COM-4.3/h)   DNV Accreditation for maritime institutes.

...

(COM-4.3/i)   Any formal accreditation

...

As can be seen from the comments above, very different views have been expressed as to the issue of what can or should be done to improve quality assurance in MET higher-education institutions.

2.2.3 Final Conclusions and comments (Task 3)

The preceding section of this paper clearly shows that as a process accreditation can take many forms, it can have very different objectives and is consequently carried out in many different ways. However, in order to be successful in a particular case accreditation requires solutions to such issues as clear definitions, responsibilities, rules of conduct, scopes and purpose.

Following this line of reasoning, the authors seem appropriate to stress the following:

- Accreditation as it is seen in this paper is a process to be designed and carried out with specific reference to the possible benefits to all IAMU member institutions.
- A possible IAMU accreditation scheme should be designed "by the member institutions for the member institution" ("internal accreditation"). Therefore, accreditation is seen not as rewarding process for the chosen elite but as a tool for improving the quality of each and every member

institution, provided such an institution is willing to commit itself to additional efforts and to be subjected (or partly subjected) to accreditation.

- The accreditation process should be clearly defined and made available to all member institutions, not only to those being accredited.
- The IAMU accreditation scheme should not be designed as replacement for ISO 9001 system or any other quality assurance system, external examiners system or a national accreditation system.
- The IAMU members are the institutions providing university-level education; consequently, the teaching standards referred to in the IAMU accreditation process must be those commonly associated with university education.
- The IAMU accreditation scheme should focus on education processes and academic excellence. Issues considering internal organization, technical support and other organizational structures should be dealt with only if they significantly affect education processes.
- The IAMU accreditation scheme, if proposed and adopted, should not create additional workload on educational institutions and, in order to be successful, should apply a much softer - "collegial", peer approach.
- The IAMU accreditation scheme should be tied to particular study programme.
- The IAMU accreditation process should be focused on academic practices as applied on the occasion of accreditation visits. It should not require any preparatory work; moreover, it should not require preparation or provision of any additional documentation apart from what is routinely maintained by the institution (available on the web or otherwise).
- The costs of accreditation should be kept as low as possible, thus making process available to as many members as practicable.

Naturally, the target study programmes subject to IAMU accreditation should be those closely related to the requirements of STCW Convention, and primarily offering academic degrees, i.e. the study programmes preparing students for management positions not only on board but also on shore. However, there are no reasons why the accreditation process should not be extended to other study programmes currently offered by IAMU member institutions, should member institutions consider such extension appropriate.

Finally, further work on the IAMU accreditation scheme should not only follow the principles put forward in the two previous chapters but should also concentrate on the areas that can be detrimental to its wider application, in particular those mentioned in the responses opposing further development of a potential accreditation scheme. In this respect a harmonized interpretation of the technical terms and standards on academic quality assurance among the IAMU member institutions should be developed, taking into account the differences among the national systems.

2.2.4 Future development of the research project
The research team intends to develop this project to the second phase of the feasibility study to establish a framework of the IAMU accreditation scheme for IAMU member institutions. The scheme may cover both BSc programmes leading to CoC for officers on board as well as MSc programmes for further study on maritime business administration etc. To make this project collaborative and comprehensive, the project will be divided into the following tasks in each of which a lead member university organizes a research team together with the IAMU member universities.

Introduction - Project objectives and methodology for an IAMU accreditation
     - to define the scope and timeframe of accreditation processes
     - to define methods of accreditation involving IAMU member institutions

Task 1: Building a framework of the accreditation scheme
     - to list up the items to be checked during the accreditation visit
     - to define criterion for the items to be checked

(WMU)

Task 2: Potential and capacity of the IAMU as an accreditation body
- to define the area that the IAMU can cover
- to develop principles and rules for the IAMU accreditation
- to define qualifications required for visiting experts

Task 3: Human resources - training and expertise required for the accreditation visit
- to develop knowledge and skills for the visiting experts
- to develop a training programme for the accreditation officers
- role of IAMU in developing and training human resources

After completing the tasks above, a pilot accreditation programme will be conducted with at least one IAMU member institution on a voluntary basis in order to find practical problems with the implementation.

As the AGA 12 hosted by Gdynia Maritime University is scheduled in June 2011, the concepts of the proposed IAMU accreditation scheme will be presented. The final outcomes of the 2nd phase of the feasibility study will be submitted at the end of December 2011.

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iamu
international association of maritime universities

(WMU)

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Appendices

A: Minutes of research meetings for ACCREDIMET project

B: ACCREDIMET project presentation in Busan

C: Some of the accreditation procedures around the world

D: Aspects reviewed during an IMarEST's accreditation visit

E: IMarEST Accredited Marine Engineering Courses – Overseas

F: Questionnaire

G: Questionnaire's responses

(WMU)

Minutes of the kick-off meeting for the IAMU research project

"A feasibility study on the establishment of an IAMU accreditation scheme"

Date and venue: 24 August 2010, at the Faculty of Maritime study, University of Rijeka

Participants: Takeshi Nakazawa(TN), World Maritime University

Boris Pritchard(BP), University of Rijeka

Minutes

- TN briefly explained the outline of the research project and budget allocation referring to the application forms(1) and the procedure of the implementation of research proposals for FY2010(2). TN stated that WMU would take the administrative responsibility for this project.

- TN asked BP to attend AGA11 in Busan in October 2010, which is an opportunity to have the second meeting. BP's flight ticket for AGA11 will be arranged by TN through the WMU's travel agency. This will be arranged after receiving the final approval from the secretary. During AGA11, TN is going to make presentation of this project on behalf of the project team.

- BP proposed to give this project an appropriate abbreviation, TN agreed with this proposal and ask BP to make it.

- TN suggested that we should concentrate to prepare the final report as the project period was only for 4 months.

- TN also considered that in addition to the final report, a sort of executive summary report should also be prepared and submitted to the IEB members.

- BP proposed that Professor Damir Zec (affiliation: maritime safety and MET) and his Ph.D student Vlado Frančić should also be the team members to this project and TN agreed with this proposal. They may cover the area of Quality Management System for educational institutions (ISO9000 series).

- In order to review existing accreditation schemes, basic data of ABET(BP), IMarEST(TN) and EU(BP) are to be collected and analysed on the basis of comparative studies.

- BP proposed that we should conduct a pilot questionnaire as part of the Task 1 of the Phase I. The draft of the pilot questionnaire should be completed by 15 September and disseminate it on 20 September. Both BP and TN develop the questionnaire.

- The expected recipients of the pilot questionnaire are as follows: (to be regionally well-balanced)

AMSMA(Russia),

U of Wismar(EU),

CMU or SUNY (USA),

Kobe, Dalian (Asia) and

Ghana (Africa)

- Based on the result of the pilot questionnaire, the main questionnaire will be developed and disseminated to the members during AGA11 in Busan.

- The contents of the final report may be as follows:

- Introduction

- Methodology
- Existing International Accreditation schemes** (ABET, IMarEST, EU)
- Selected national schemes** (EU, USA, Africa, Asian countries)
- Summary and recommendations
- Conclusion

** These parts are based on comparative study.

Material given

(1) Application form for research projects in FY2010 (Form 1 and 2)

(2) Procedure of the implementation of Research Proposals for FY2010

(3) Handout for international Round Table at St.Petersburg, 2009 (ppt file prepared by BP)

(4) Papers related to quality assurance and accountability in higher education

Meeting with the Rector and vice-rector for international relations

- BP introduced TN to Rector of the University of Rijeka Professor Pero Lucin and Professor Damir Zec, Vice-Rector, and briefly explained the project in the afternoon on 24 August.

25 August 2010, prepared by TN

26 August 2010, confirmed by BP

Minutes of the meeting in Busan for the IAMU research project

"A feasibility study on the establishment of an IAMU accreditation scheme"

Date and venue: 18 October 2010, Commodore Hotel in Busan

Participants: Takeshi Nakazawa(TN), World Maritime University

Boris Pritchard(BP), University of Rijeka

Minutes

- TN appreciated some inputs from BP for the presentation done by TN in the session for the IAMU projects on 17 October and also for drafting a questionnaire of this project.

- TN explained the development of the questionnaire on the WMU server, by which the respondents could easily access and respond to the questionnaire.

- TN and BP agreed to elaborate the questionnaire during this meeting in Busan and it was done successfully.

Questionnaire

- The final version of the questionnaire considering DZ's comments and inputs is attached together with the minutes.

Next Meeting

- BP and TN agreed that the next meeting would be held at WMU in early December 2010.

25 November 2010, prepared by TN

2 December 2010, confirmed by DZ and BP

Minutes of the 3rd meeting for the IAMU research project

"A feasibility study on the establishment of an IAMU accreditation scheme"

Date and venue: 2 and 3 December 2010, at World Maritime University

Participants: Damir Zec(DZ), and Boris Pritchard(BP), University of Rijeka

                Takeshi Nakazawa(TN), World Maritime University

Minutes

1. Confirmation of the Minutes of the 2nd meeting in Busan, Korea (IAMU AGA11) - confirmed

2. Update on research and activities and the outcomes (see attachments)

3. Development of the Final Research Report

   3.1.1 Research Title – (TN)

   3.1.2 Name of University (TN)

3.2 Research Objectives - to be inserted and adapted from Research Proposal and TN's ppt Korea (TN)

3.3 Research Details and Results

   3.3.1 Research activities and proceedings - documentary evidence to be attached (TN, BP)

   3.3.2 Research Results

      3.3.2.1 A Survey of principal accreditation systems in higher education (BP, DZ – quality assurance; - TN ImarEST): Deadline: 13 Dec 2010

      3.3.2.2 ANALYSIS OF ACCREDIMET QUESTIONNAIRES (DZ, VF) – Closing of questionnaire period: 15 Dec 2010; Deadline for analisis: 24 Dec 2010

        1.   ANALYSIS OF EACH SECTION

          1.1 introduction

          1.2 underlying philosophy for the section (based on research proposal and corresponding ppt slides – Korea)

          1.3 comment

          1.4 future developments

          1.5 conclusion

        2.   ANALYSIS OF EACH QUESTION

          2.1 introduction

          2.2 underlying philosophy for the question (based on corresponding ppt slide - Korea)

          2.3 graphic presentation(s)

          2.4 description of graphic presentation(s)

          2.5 comment(s)

          2.6 future developments

          2.7 conclusion and recommendations (4.2.2)

      3.3.2.3 FINAL CONCLUSIONS– (DZ, TN, BP)

      3.3.2.4 References (TN, BP, DZ)

      3.3.2.5 Keywords (TN)

      3.3.2.6   Future subjects – (TN)

      3.3.2.7   Deliverables (ppt: TN, BP)

      3.3.2.8   Others

 3.4 Appendix (TN)

Allocation of jobs and duties (man-hours) within the ACCREDIMET team:

-    TN, BP and DZ agreed to assign appr. 1/3 of available man-hour load to each team member, in accordance with section 3 above.

Additional notes for preparing the Final report:

Volume of the Final report (excluding appendices): 50-60 pages

General approach to accreditation of MET institutions:

1. Accreditatiin to be done on a voluntary basis only
2. the primary aim of accreditation should be to improve the quality of the education and training process in MET institutions
3. harmonization of quality MET
4. sharing and application of best practices in MET
5. the concepts accreditation as applied to MET is of a highly sensitive nature and should exclude any ranking
6. Therefore, it is advisable that a system applicable to IAMU member institutions is established
7. Recommendations to be made on the basis of opinions made by IAMU expert advisors
8. Opinions to be arrived at on the basis of visits to MET institutions and already existing documents (mission statements, learning outcomes, course descriptions, ISO and other documents mainly available on the web), not requiring creating new special-purpose documents
9. The proposed IAMU accreditation system is suggested for MET institutions offering BSc, MSc and PhD courses and does not apply to diploma courses, training courses etc.
10. The last reminder for questionnaires to be sent by 6 Dec 2010

2 December 2010,

Prepared by BP and confirmed by DZ and TN

Minutes of the wrap-up meeting for the IAMU research project
"A feasibility study on the establishment of an IAMU accreditation scheme"

Date and venue: 22 February 2011, Faculty of Maritime Studies, University of Rijeka

Participants: Damir Zec(DZ) and Boris Pritchard(BP), University of Rijeka

Takeshi Nakazawa(TN), World Maritime University

Minutes

- TN explained that the coordinators of research projects for FY2010 were asked by APRC to submit an executive summary for the IEB's approval. All members discussed and made the summary report properly. TN also confirmed that our research team should submit other executive summary to the IEB meeting in April. This will be prepared later.

- All members agreed that DZ and BP would make presentation in June 2010 at Gdynia Maritime University.

- TN explained that Australian Maritime College submitted its response after the deadline. All members discussed how we would deal with this response. DZ suggested that a footnote should be added on the page mentioned the response rate, which briefly explained that we received AMC response after the deadline, the contents of the response would be added to the appendix but not be included in the analysis. All agreed with his suggestion and TN will manage it so.

- TN explained the current situation regarding the research project for FY2011 that the phase II of our project would be approved and funded with 60,000USD, if the NF approved the IAMU budget plan in FY2011. TN added that there were some rooms for us to review and amend our research plan for FY2011. All members agreed, reviewed and amended our research plan. An expected new partner will be Professor Boris Butman of USMMA. An amended budget allocation in FY2011 will be drafted by TN and circulated to all members accordingly.

- TN asked DZ and BP to make invoices for their work loads based on the agreement between WMU and them. The invoices should be given to WMU soon after WMU receives whole budget for FY2010 from the secretary's office. TN will inform them of the timing.

- Expected research meetings in FY2011 will be held in June in Gdynia, September in Rijeka and one more in Malmo or somewhere.

23 February 2011, prepared by TN

25 February 2011, confirmed by BP and DZ

A feasibility study on the establishment of an IAMU accreditation scheme
(ACCREDIMET)

IAMU research project for FY2010

Takeshi NAKAZAWA, coordinator
Professor, World Maritime University

Background of the project

Goals of IAMU, (quoted from the Basic Agreement)

- To use a scientific and practical approach to prepare and develop
    1. standardized undergraduate curricula and,
    2. an international certification system for competency (Article III-C)

Basic concept is "Quality MET" at IAMU member institutions

Approaches IAMU has taken/discussed

- Standardized uniform curricula
- Model courses
- Standard text books

- Were the approaches IAMU has taken the right way to Quality MET?

    Yes, in general, as one of the ways to Quality MET

- But if the following questions are given to the academic staff at the IAMU members are given, how will they answer?
    1. Will your institution follow the uniform curriculum?
    2. Will your course for CoC use the model courses?
    3. Will you use the standard text books for your subject?

Points to be considered

- IAMU is an association of universities
    - Nature of a higher educational institution
        - Diversity in higher education
        - Autonomy of higher education   **Uniformity**
- Each IAMU member institution is approved by its own country
    - Each member needs to follow its national higher education system
        - Especially for academic degree programs
    - Each member needs to follow the STCW requirements
        - Already monitored through a QSS (ISO series!?)

Difficulty to develop a uniform curriculum within the IAMU

How to assure Quality of MET within IAMU

- Limitation of an ISO/ISO based QSS
  - ISO certifies the system
  - ISO starts from industrial products
  - Are auditors familiar with MET in higher education?
- Curriculum development is just one in Quality MET
  - Curriculum and syllabus to be evaluated by a body of peer experts
  - Assessment is also important process to be evaluated
  - Comprehensive system incl. evaluation of HRM and FM
  - Audit visit is essential to confirm evidences
  - Such an assurance should work internationally

A new scheme for IAMU members should be developed

Definitions of Accreditation

- Accreditation is
  - a formal, published statement regarding the quality of an institution or a program, following a cyclical evaluation based on agreed standards. (CRE, 2001)
  - a process of external review used by higher education to scrutinize colleges, universities and higher education programs for quality assurance and quality improvement. (CHEA, 2000)
- Higher education accreditation is
  - a type of quality assurance process under which services and operations of post-secondary educational institutions or programs are evaluated by an external body to determine if applicable standards are met. (Wikipedia)

Past research on this subject

Study on accreditation of marine engineering programs

IAMU project system for 2004

Prof. Boris BUTMAN & James HARBACK,

USMMA

1. The continuous analysis of maritime program accreditation practices should become a permanent task of IAMU.
2. IAMU should become actively involved in the process, same as the professional associations involved in ABET and IMarEST activities.
3. As an additional benefit of such involvement, further growth of IAMU membership might result.

Research project proposed

Title of the project
- A feasibility study on the establishment of an IAMU accreditation scheme

Objective of the project
- to assess the potential for establishing an accreditation system for academic programmes provided by IAMU member institutions.

Research partners
1. Boris Pritchard, Professor, Faculty of Maritime Study, University of Rijeka
2. Damir Zec, Professor, Vice-Rector, University of Rijeka
3. Vlado Frančić, Ph.D candidate

Tasks in FY2010: 1st phase of the feasibility study

- Task 1:
    1. Fundamental investigation on Quality assurance for higher education and its historical review and present situation
    2. Brief review of some existing accreditations for higher education
    3. External examiner system is also scrutinized
- Task 2:
    1. Questionnaire for the IAMU member institutions
    - Existing schemes that the member institutions have been accredited
    - Collection of the member institutions' opinions on academic accreditation
- Task 3:
    1. Feasibility study on IAMU's potential as an accreditation body for maritime education and training courses/institutions
    2. Relationship between the administrations, industry and other stakeholders
    3. Conclusion and recommendations

Tasks in FY2011: 2nd phase of the feasibility study

- Task 1:
    - Building a framework of the accreditation scheme
        - to list up the items to be checked during the accreditation visit
        - to define criterion for the items to be checked

- Task 2:
    - Potential and capacity of the IAMU as an accreditation body
        - to define the area that the IAMU can cover
        - to develop the regulations and rules for the IAMU accreditation

- Task 3:
    - Human resources for the accreditation visit
        - to develop knowledge and skills for the accreditation officers
        - to develop a training programme for the accreditation officers

- After completing the tasks above, a pilot study will be implemented by IAMU member institutions on a voluntary basis in order to find practical problems with the implementation.

Thank you for your attention

tn@wmu.se or bopri@pfri.hr

Some of the accreditation procedures around the world

Source: Towards Accreditation Schemes for Higher Education in Europe? CRE Project, co-funded by the SOCRATES Programme (Complementary Measures for Higher Education) Final project report, February 2001

(www.eua.be/Towards_Accreditation...European_Higher_ Education...)

2. Overview of current practice

Note that the following overview is meant to be illustrative of some of the processes that have been developed around the world. It is neither complete nor up to date.

2.1 Western Europe

Austria: 'An accreditation Council has been founded; its mission is to accredit private institutions of higher education, thus allowing them to award officially recognised degrees' (van Damme 2000: 7).

Denmark: The inclusion, within the mandate of the Danish Evaluation Institute, of the private institutions offering further education and short-cycle, higher education degrees, has prompted the development of procedures akin to accreditation. In 2001, the Danish Evaluation Institute will conduct an analysis of accreditation as a tool for quality assurance.

France: In France, there is a validation (*habilitation*) process performed by the ministry. 'National degrees' are guided by the national curriculum, but in addition, universities are allowed to develop 'university degrees'. Once these 'university degrees' are validated, they gain the status of 'national degrees' and are funded by the State. The validation process for both types of degrees is based on a dossier evaluated by academic peers on behalf of the Minister. No site visit is performed and there is no *habilitation* cycle; that is, a degree programme is validated once and for all. As a one-off, desk exercise, this is not, strictly speaking an accreditation process.

Germany: The bachelor/master structure and accreditation procedures were introduced together in 1998. Only these new degrees are accredited. 'The *Akkreditierungsrat* functions as a sort of 'metaagency', by setting the standards for and recognising accreditation agencies' (ibid).

Finland: The Finish Higher Education Evaluation Council (HEEC) 'carries out two types of accreditation: the assessment of institutions applying for the polytechnic status, and the accreditation and registration of professional courses in the field of continuing higher education, for which a separate Accreditation Board of Professional Courses has been set up' (ibid).

Netherlands: 'the association of universities (VSNU) has opened the possibility for institutions and programmes, especially internationally oriented specialisation programmes, to participate in various forms of external accreditation… In the non-university higher education sector the HBO-*Raad*, the association of *hogescholen*, is starting an experiment of pilots projects with accreditation in two disciplines… Dutch *hogescholen* also have developed master's programmes outside the national legislative framework, often in co-operation with new universities in the UK. Since 1999 a validation council is set up for the 'certification' of these programmes' (ibid). From 2002, all programmes will undergo an accrediting process.

Switzerland: The Swiss University Conference (CUS) conducted a pilot accreditation of all medical faculties. Meanwhile, a new higher education legislation has been adopted, requiring the establishment of a national quality assurance and accreditation system.

United Kingdom: Some universities act as a validating body to other institutions, which do not have degree-awarding powers. The validating university grants the degree.

Regional recognition: Flanders, Germany, England, the Netherlands and others are discussing the possibility of mutual recognition of their evaluation and accrediting procedures.

2.2 Central and Eastern Europe

Almost all CEE countries have an accreditation agency. In many countries, the twin functions of accreditation (i.e., certification) and quality assurance are recognised in the title of the agency. Some countries (such as Lithuania) have an evaluation agency with no accrediting functions. Countries without an agency yet include Bosnia Herzegovina, Croatia, the Former Yugoslav Republic of Macedonia, Poland, Slovenia, and Yugoslavia.

2.3 Latin America

Argentina: The Comisión Nacional de Evaluación y Accreditación Universitaria (CONEAU), created in 1995, 'has the mission to accredit all undergraduate programmes in regulated professions and all graduate programmes' (van Damme 2000: 8).

Brazil has accreditation procedures in place.

Chile: The Comisión Nacional de Acreditación (CAN) accredits the programmes of all licensed higher education institutions (ibid).

Mexico and other countries are developing accreditation procedures (ibid).

2.4 Asia

Hong Kong: The Council for Academic Accreditation (HKCAA) which does not have within its remit the accrediting of universities, 'conducts both programme validation procedures and institutional accreditation. Accredited institutions achieve self-accrediting status, but have the obligation to develop systematic quality assurance procedures, which in turn are subject to audit' (ibid).

2.5 International accreditation schemes and activities

New England Association of Schools and Colleges: accredits four institutions in Switzerland for Associate degrees and two in Greece for Bachelor degrees (Campbell and van der Wende 2000: 14).

Middle States Association of Colleges and Schools: accredits three institutions in Europe (Paris, Switzerland, London) and has given candidacy status to the Central European University (Hungary) and John Cabot University (Rome) (ibid).

Washington accord: recognises the equivalence of national accreditation mechanisms for basic engineering education in Australia, Canada, Hong Kong, Ireland, New Zealand, South Africa, United Kingdom, and the USA (ibid: 32).

ABET: The US Accreditation Board for Engineering and Technology has recognised as 'substantially equivalent' programmes in universities from Colombia, Iceland, Korea, Kuwait, Mexico, Netherlands, Saudi Arabia and Turkey (ibid: 33).

In addition to these examples, there are many consortia being established, such as the European Quality Improvement System – EQUIS (see Appendix C), which are developing links on the European or international level.

Aspects reviewed during an IMarEST's accreditation visit

General/Course content
    Philosophy, Aims and objectives
    Foundation Year
    Course Content – Degree Programme
    Course Content – Dissertation/Project
    Practical Work
    Opportunities for non Technical Subjects
    Tutorial Arrangements
    Communication Skills Training
    Interdepartmental and External Teaching
    Industrial Influence

Entry/Selection
    Entry Standards
    Special Cases
    Direct Entry
    Selection and Student Number

Assessment/Examination
    Experiential Learning
    Progression – Pass Marks
    Progression – Exam Re-sit
    Method of Assessment
    Examination Papers
    External Examiners Reports
    Awards/Hornours

Graduates/Students
    Destination of Graduates
    Professional Institution Membership
    Enthusiasm and Motivation of Students

Academic Staff
    Academic Staff – Qualification
    Academic Staff – Research Activities
    Academic Staff – Industrial Experience
    Academic Staff – Development
    Student/Staff Ratio

Others
    Research and Consultancy (Influence on degree courses)
    Resources
    Support Facilities (laboratories, computers, library and lecture rooms)
    QA Procedures
    Planed Changes

IMarEST Accredited Marine Engineering Courses – Overseas

Listed only advance diplomas and degree courses

Last amended 06/07/2009

- Australian Maritime College
  - Advanced Diploma in Marine Engineering
- Colombo International Nautical and Engineering College Maritime Campus
  - Advanced Diploma in Marine Engineering
- Hunter Institute of Technology
  - Advanced Diploma in Transport and Distribution (Marine Engineering)
- Harbin University of Science and Technology
  - Bachelor Degree of Engineering Science - Marine Engineering
  - Master of Marine Engineering
  - Master of Marine Engineering with the Bachelor Degree in Engineering Science - Marine Engineering
- Odessa National Maritime Academy
  - Bachelors and Master courses in Marine Power Plant Operation
  - Bachelors and Master courses in Electrical Systems and Complexes of Transport Means (Ship's Automated Systems Operation and Maintenance)
  - Bachelors and Master courses in Radio Electronic Devices Systems
  - Bachelors and Master courses in Automated Control of Technological Processes
- National Maritime College of Ireland
  - BEng Marine and Plant Engineering
- Arab Academy for Science and Technology and Maritime Transport
  - BEng(Hons) Marine Engineering
- Kazakh - British Technical University
  - BSc in Petroleum Engineering
  - BSc in Offshore Petroleum Engineering
  - BSc in Chemical Technology of Organic Substances
  - BSc in Geology and Exploration of Mineral Resources
- Dalian Maritime University
  - Masters Degree in Marine Engineering + Bachelors Degree in Marine Engineering

Source: IMarEST home page, http://www.imarest.org/Membership/Accreditation.aspx

ACCREDIMET - SURVEY

Dear representatives of the member institutions,

This questionnaire is used for obtaining information on the commitments to improve the quality of academic programs at your institutions as well as your opinions regarding the assessment of the academic programs. Your feedback will be fundamental data for a feasibility study on the establishment of an IAMU accreditation scheme, which has been selected as an IAMU research project for FY2010.

As most definitions clearly mentioned, accreditation is NOT a ranking system but an assurance that an academic program or institution meets established quality standards.

Please fill in the questionnaire by clicking appropriate item(s) or typing your opinions in the boxs and submit it according to the instruction below.

Please do not hesitate to contact me by e-mail, if you need any clarification regarding this questionnaire.

Thank you for your cooperation.

Takeshi Nakazawa, Research Coordinator
Professor, World Maritime University
e-mail: tn@wmu.se

* Required

Contact Details
You can ignore the Username (accredimet) and Password (respondents) provided in my email. Instead your email address is needed for validation purposes.

Email address *
Please be informed that your email address is confidential and is for my reference only

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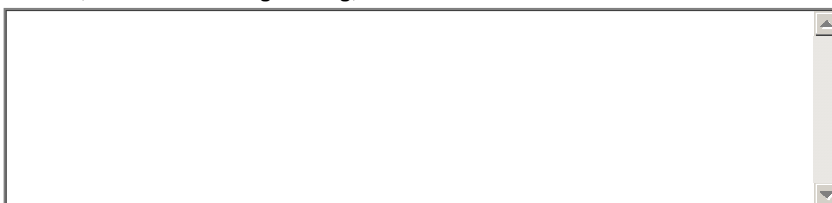
ACCREDIMET - SURVEY

Section 1: Basic Information

1.1 Please state your institution/faculty

World Maritime University (WMU) ▼

1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc

1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.

1.3 Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?

○ Yes

○ No

1.3.1 With reference to the previous question, what type of assessment was applied?

☐ a) International accreditation

☐ b) National accreditation

☐ c) External examination

☐ d) Other (ISO 9000, etc.)

1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.

Appendix F

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1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole?

○ Yes

○ No

1.4.1 If you had answered No to the previous question, which PROGRAMME OF STUDIES (either degree or STCW licence) at your institution has undergone any sort of assessment/accreditation:

☐ a) Marine engineering

☐ b) Nautical science

☐ c) Logistics and management in shipping

☐ d) Maritime technology

☐ e) Other

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation.

```

```

1.5 How long is the validity period of the accreditation? Please state in number of years below.

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ACCREDIMET - SURVEY

Section 2: International Accreditation

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS?

○ Yes

○ No

2.1.1 Please make your comments, experience or suggestion relative to your answer to question No. 2.1

2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:

2.3 If you had been assessed by external assessors, are they in general

○ a) very well-trained, with thorough understanding of all MET processes.

○ b) well trained, with fair understanding of main MET processes.

○ c) trained but not familiar with main MET processes.

○ d) satisfying formal requirements but with a very limited understanding of MET.

○ e) not trained at all, with no experience in MET

2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?

○ Yes

○ No

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?

○ a) Strongly agree

○ b) Agree

○ c) Neutral

○ d) Disagree

○ e) Strongly disagree

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?

☐ a) International recognition of your MET institution

☐ b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.)

☐ c) Evidence of academic/professional benchmarks achieved by your MET institution

☐ d) Others

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:

☐ a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)

☐ b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration)

☐ c) Cost of assessment (assessment fee, visiting audit, etc.)

☐ d) Time-consuming engagement of both managerial and administrative staff

☐ e) Others

2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below:

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Appendix F

ACCREDIMET - SURVEY

Section 3: External Examiner System

If your institution doesn't take this system then you do not need to answer the questions in this section.

3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.

[   ]

3.2 How often do you have visits and/or reports from the external examiner/s?

○ a) More than twice a year

○ b) Twice a year

○ c) Once a year

○ d) Others

3.3 Are the external examiner/s from your country?

○ Yes

○ No

3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)

[   ]

3.5 Do the external examiner/s need to have in-depth knowledge with the same field?

○ Yes

○ No

3.6 Is the final report from the external examiner/s made public?

○ Yes

○ No

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?

☐ a) Staff

☐ b) Students

☐ c) External Stakeholders

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ACCREDIMET - SURVEY

Section 4: General Views

4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?

○ Yes

○ No

4.1.2 If you had answered Yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme ?

○ Yes

○ No

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?

☐ a) Teaching

☐ b) Practical training

☐ c) Examination

☐ d) Adminitrative processes

4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?

☐ a) Teaching

☐ b) Practical training

☐ c) Examination

☐ d) Adminitrative processes

4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?

☐ a) Independent accreditation agency

☐ b) Classification societies

☐ c) Body or pool of peer experts delegated as auditors by IAMU member institutions

☐ d) Other

4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here

4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions?

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Admiral Makarov State Maritime Academy (AMSMA)

Question	Response
1.1 Please state your institution/faculty.	Admiral Makarov State Maritime Academy (AMSMA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in Law, BSc in Economics, BSc in Maritime Management and logistics
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Law, MSc in Economics, MSc in Maritime Management and logistics Engineer (equivalent to MSc) in: Navigation (Nautical), Marine Enineering, IT tecnology, Radio, Electricity, Hydrography, Meteorology
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, c) External examination, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9000
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	

1.5 How long is the validity period of the accreditation?	5 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	It helps and encourige to keep standards and have national and international recognition
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2008
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	MSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students, c) External Stakeholders
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, c) Examination

4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	QA System might be different for MET and other programs. For MET the QA system should be very close to ISM Code formal structure, but for other programs it might be based on ISO 9000:2008.

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Admiral Ushakov Maritime State Academy (AUMSA)

Question	Response
1.1 Please state your institution/faculty.	Admiral Ushakov Maritime State Academy (AUMSA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	We have no BSc degree programmes in NS and ME. We are preparing Specialists in NS and ME (5.5 years)
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	We have no MSc degree programmes
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, c) External examination, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	Russian Register Certification System, IQNet the International Certifiacation Network ISO 9001:2008 in respect of training, refresher and upgrading courses for specialists in transport industry in compliance with national and internatoional requirements; elaboration of new curricula, specialities and systems of educational monitoring
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	till 26 April 2015 (5 years)
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Methodic supply of different courses was arranged in proper form and adjusted in accordance with approved educational standards
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.)

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2007
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Specialist
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes

Appendix G

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	1. Further standardization of curricula 2. Elaborating of uniform data base of methodic supply of different courses 3. Assistance in arranging training practice on board

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AMET UNIVERSITY(AMET)AUMSA)

Question	Response
1.1 Please state your institution/faculty.	AMET UNIVERSITY(AMET)AUMSA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BE (Marine Engineering) - 4 years, BSc(Nautical Science) - 3 years, BE (Marine Technology) - 4 years, (for Maersk line) BE (Naval Architecture) - 4 years, (option UK degree) BE (Harbour Engineering)
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	M.Sc.(Marine Fleet Operations Management) - 2 years M.Tech.(Marine Engineering Management) - 2 years M.S. by Research - 2 years MBA(Shipping & Logistics)
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	a) We have been assessed for ISO 9000:2008 standards. b)We also have been assessed by CRISIL (a Standard & Poor company) an independent grading agency of repute and graded as Grade 1, Excellent. c)We are now preparing for NAAC accreditation (National Assessment and Accreditation Council).
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	ISO 9000 is valid for 3 years and renewable. CRISIL grading is valid for a year and renewed yearly.
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Besides the ISO and CRISIL grading, we are now preparing for NAAC Accreditation which is a very high quality accreditation at University level. We also have yearly assessments by our own Maritime Administration.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1998
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Industry experts
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	No
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, c) Examination, d) Adminitrative processes
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	DNV Accreditation for maritime institutes.

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Arab Academy for Science & Technology and Maritime Transport (AAST-MT)

Question	Response
1.1 Please state your institution/faculty.	Arab Academy for Science & Technology and Maritime Transport (AAST-MT)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	B.Sc in Nautical Science Technology B.Sc in Marine Engineering Technology
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	M.Sc in Nautical Science Technology M.Sc in Marine Engineering Technologyis
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	

1.5 How long is the validity period of the accreditation?	5 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2010
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training

4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	c) Examination, d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	b) Classification societies
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Appendix G

Australian Maritime College (AMC)

Question	Response
1.1 Please state your institution/faculty.	Australian Maritime College (AMC)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Bachelor of Engineering (Marine and Offshore Systems) Bachelor of Engineering (Ocean Engineering) Bachelor of Engineering (Naval Architecture) Bachelor of Applied Science (Marine Environment) Bachelor of Applied Science (Maritime Operations) Bachelor of Applied Science (Marine Engineering) Bachelor of Business (Maritime and Logistics Management) Bacheor of Applied Science (Maritme Technology Management)"
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Master of Business Administration Master of Maritme Studies Master of Applied Science (Marine Environment) Master of Philosophy (Masters by Research - Marine Environment)
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	a) Marine engineering, b) Nautical science, e) Other
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	Bachelor of Engineering programs through Engineers Australia and IMAREST
1.5 How long is the validity period of the accreditation?	1 for the seafarer prpgrams 5 for the engineering
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	d) Disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external administrative bodies (ministry of education, maritime administration)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	

3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Baltic Fishing Fleet State Academy (BFFSA)

Question	Response
1.1 Please state your institution/faculty.	Baltic Fishing Fleet State Academy (BFFSA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	only programmes for specialists in navigation, engineering, radio, refrigerating
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	such programmes will be available since 2012
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	till 2012

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	after accreditation BFFSA is included in the IMO White list and has a national accreditation as the institution of higher education
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	

2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes

Appendix G

4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: bgaintern@gazinter.net

Batumi State Maritime Academy

Question	Response
1.1 Please state your institution/faculty.	Batumi State Maritime Academy
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in Nautical Science BSc in Marine Engineering BSc in Ship Electrical Engineering Bsc in Business and Management
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Intenrational Business Administration MSc in Business Managemnt MSc in Financial Managemnet
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	5 years period. National Accreditation valid till 2012

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Academic accrediation is necessary for our diplomas (certificates) to be recognised by the State and meet the requiremnets the legislation set up for High Education. STCW's requires that international standard of quality management shall be implemented in the Institution
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), c) Cost of assessment (assessment fee, visiting audit, etc.)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No

Appendix G

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, c) Examination, d) Adminitrative processes
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	No alternative measures are suggested

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The California Maritime Academy (CMA)

Question	Response
1.1 Please state your institution/faculty.	The California Maritime Academy (CMA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BS Marine Transportation (Navigation) BS Marine Engineering Technology BS Facilities Engineering Technology BS Mechanical Engineering BS Business Administration BA Global Studies and Maritime Affairs
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MS Transportation and Engineering Management
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	c) External examination
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	

1.5 How long is the validity period of the accreditation?	normally 7 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	c) trained but not familiar with main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	e) Strongly disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No

4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Constanta Maritime University (CMU)

Question	Response
1.1 Please state your institution/faculty.	Constanta Maritime University (CMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Navigation and Waterborne Transport Economic Engineering in Transport Marine Engineering Electrical Engineering Communication Systems and Technologies Environmental Protection Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Maritime Transport Ports Management and Engineering Maritime Law Advanced Marine Engineering Advanced Electrical Engineering Integrated communication systems Clean Energies for Environmental Protection
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, c) External examination, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001 ISO 14001
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	5 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), d) Others
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	- Increase the importage of IAMU as MET organization - I hope that one day, IMO model courses will be edited by IAMU
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2004
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Msc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students

4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	Because these form can not be saved for filling in later, I prefer to send such comments later on

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Dalian Maritime University

Question	Response
1.1 Please state your institution/faculty.	Dalian Maritime University (DMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in Nautical Science BSc in Marine Engineering BSc in Marine Traffic Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Traffic Information Engineering and Control MSc in Marine Engineering MSc in Nautical Science and Technology MSc in Marine Traffic Engineering
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation d) Other (e.g ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	DNV
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	a) Marine engineering b) Nautical science
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	Marine Traffic Engineering

1.5 How long is the validity period of the accreditation?	5 years, subject to periodic audit yearly
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	The items needed to be audited are too many, more auditors will be preferred during auditing within a limited period of time.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well-trained, with fair understanding of main MET processes
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution b) Demonstration and reassurance of the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.) c) Evidence of academic/professional benchmarks achieved by your MET institution

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	b) Exposure to too many (too frequent) assessments imosed by external administrative bodies (ministry of education, maritime adminitration, etc.)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1998
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	BSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching b) Practical training c) Examination d) Administrative process
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: baojunzhong@hotmail.com

Dokuz Eylül University, Maritime Faculty (DEU-MF)

Question	Response
1.1 Please state your institution/faculty.	Dokuz Eylül University, Maritime Faculty (DEU-MF)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in Maritime Business Administration, BSc in Nautical Science, BSc in Marine Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Maritime Business Administration MSc in Logistics Management MSc in Maritime Security, Safety and Enviromental Management MSc in Marine Tourism MSc in Logistics and Maritime Transport (non-thesis) MSc in Maritime Security, Safety and Enviroment
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	IS0 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	a) Marine engineering, b) Nautical science

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	1 year for ISO 9001:2008 2 years for national examination
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	We are improving ourself by menas of ISO accrediation.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2001
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	BSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	

4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination, d) Adminitrative processes
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	a) Independent accreditation agency, b) Classification societies, c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Fisheries and Marine Institute of Memorial University of Newfoundland (FMIMUN)

Question	Response
1.1 Please state your institution/faculty.	Fisheries and Marine Institute of Memorial University of Newfoundland (FMIMUN)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Bachelor of Maritime Studies after completion of Diploma in Nautical Science or Marine Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Master of Maritime Management
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	a) Marine engineering, b) Nautical science
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	

1.5 How long is the validity period of the accreditation?	Typically 5 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Our ISO assessment covers all aspects of our operation, including purchasing, project development, as well as course and program development. It does not cover an assessment of course or program content. This is assessed by Transport Canada.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	d) satisfying formal requirements but with a very limited understanding of MET.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.)

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2000
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	BSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	No
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	We recently were part of a Third party audit (tied to a review of Transport Canada) which proved to be very beneficial in having us provide explain our procedures and policies. It allowed us to see where we could make improvements.

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Gdynia Maritime University (GMU)

Question	Response
1.1 Please state your institution/faculty.	Gdynia Maritime University (GMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Missing data (to be confirmed)
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Missing data (to be confirmed)
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008 by Polish Registry of Shipping
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	N/A

1.5 How long is the validity period of the accreditation?	National accreditation 2 years ISO 9001:2008 - 3 years with every year audit
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Accreditation is a stimulation for sistematic develope of organisation. It is a arm to follow the best standards procedures and selfcontroling.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	N/A
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1996
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Phd
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination, d) Adminitrative processes

4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	a) Teaching, b) Practical training, c) Examination, d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	a) Independent accreditation agency, c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	a or c We can as all members of IAMU select also one classification sosiety for examle DNV or other
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Ho Chi Minh City University of Transport (HCMC-UT)

Question	Response
1.1 Please state your institution/faculty.	Ho Chi Minh City University of Transport (HCMC-UT)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc Degree Programs delivered at UT-HCMC: 1. Navigation 2. Marine Engineering 3. Maritime Electrical and Electronic Engineering 4. Electronics and Telecommunication 5. Industrial Auto-electrical Engineering 6. Industrial Electricity 7. Computer networki
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc Degree Programs delivered at UT-HCMC: 1. Industrial Auto-electrical Engineering 2. Marine technology 3. Marine Engineering Operation and Maintenance 4. Navigation 5. Transport organization and management 6. Construction Economics
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	1 year
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	a) Strongly agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2003
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	MSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	a) Teaching
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Hochschule Wismar, University of Applied Sciences - Technology, Business and Design (HSW-UTBD)

Question	Response
1.1 Please state your institution/faculty.	Hochschule Wismar, University of Applied Sciences - Technology, Business and Design (HSW-UTBD)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	1. Navigation/Maritime Logistics, comprising the two special courses of Navigation/ Maritime Traffic and Traffic Operation/Logistics. 2. Ship's Operation Technology/Plant Operation and supply technology, comprising the two special courses of Ship's Opera
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	1. Master Course (M.Sc.) of „Operation and Management of Maritime Systems" 2. Master (M.Sc.) International Cruise Ship Management (ICSM), offered in collaboration with the ECA (European Cruise Academy, a private public partnership institution on our campu
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation - b) National accreditation - c) External examination - d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	No
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Our University has a long experience and reputation for MET, based on a grown attitude of the staff as a part of a sort of culture in education – this resulted in the trust of the German government and specifically the Ministry of transport to hand over the Certificate of Competency to all our graduates after they have finished their studies successfully without any further assessment by an additional board (e.g. Coast Guard or similar institutions.) – and this system is still in place as long as we comply with the STCW (checked by governmental representatives in selected final students examinations) and pass the audits by GL. Therefore we have the feeling that all measures coming along with STCW assessment are mainly a burden of growing paperwork only.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	In general there are too many assessments by several institutions, and overlapping to some extent for academic aspects, STCW aspects and others. For the STCW aspects we have a long experience and reputation for MET, therefore we introduced our national assessor Germanischer Lloyd L into the subject for one year - after that we have been assessed by GL every half year, and we have to pay for that service of GL on behalf of the German Government. Additionally there was introduced another accreditation and assessment by the EMSA this year. Apart of that we have to fulfil also the standards for Academic surveys set by the Ministry of Education in our country. Therefore we would not like to support any additional accreditation scheme – except it will replace all the others mentioned before!
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.

2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	Strongly disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	d) Others
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	IAMU accreditation would only of some minor importance in case all the other institutions have it - and we not.
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study) - b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration) - c) Cost of assessment (assessment fee, visiting audit, etc.) - d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2001
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes

3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Normally the have MSc, partly Phd
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	No
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff - b) Students
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	d) Administrative processes
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	b) Practical training - c) Examination
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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Istanbul Technical University, Maritime Faculty (ITUMF)

Question	Response
1.1 Please state your institution/faculty.	Istanbul Technical University, Maritime Faculty (ITUMF)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc.in Maritime Transportation and Management Engineering BSc.in Marine Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc.in Maritime Transportation Engineering Ph.D. in Maritime Transportation Engineering
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, c) External examination
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	National accreditation is 5 years. External examination done by EMSA and it is for 5 years.

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	The auditors should be very capable and trained for assestment of the institution. The high quality institutions should be rewarded.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	c) trained but not familiar with main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	c) Neutral
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	200320042008
3.2 How often do you have visits and/or reports from the external examiner/s?	d) Others
3.3 Are the external examiner/s from your country? Please state yes or no.	No
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	BSc.
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students, c) External Stakeholders
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	a) Independent accreditation agency, c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	Follow-up of graduates of the member institution . Identification of the demands of shipping companies and the appropriateness of the graduates. Quality and quantity of research activities. Publication of the staff.

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Jade University of Applied Sciences Wilhelmshaven Oldenburg Elsfleth, (JUASWOE)

Question	Response
1.1 Please state your institution/faculty.	Jade University of Applied Sciences Wilhelmshaven Oldenburg Elsfleth, (JUASWOE)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc Nautical Science BSc Maritime Economics and Port Management BSc International Transport Management
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc Maritime Management
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, c) External examination, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001/STCW
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	b) Nautical science, e) Other
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	BSc Maritime Economics and Port Management BSc International Transport Management MSc Maritime Management

1.5 How long is the validity period of the accreditation?	5
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	e) Strongly disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	d) Others
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	another accredition scheme is definitely not necessary. It would just lead to a duplication of administrative work. Currently we already run two different systems (ISO 9001 and national accreditation by ZeVa)

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: nafzger@jade-hs.de

John B.Lacson Foundation Maritime University(JBLFMU)

Question	Response
1.1 Please state your institution/faculty.	John B.Lacson Foundation Maritime University(JBLFMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc Marine Transportation BSc Marine Engineering BSc Cruise Ship Management BSc Maritime Information Technology BSc Customs Administration BSc Business Administration BSc Tourism Management
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Maritime Education (MME) MSc in Ship Management (MSM) MSc in Maritime Management (MMM)
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	b. PACUCOA instrument for colleges and universities (specific to programs offered); and CHED Policies, Standards and Guidelines d. ISO 9001-2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	ISO - 3 years PACUCOA - 5 years CHED - 1 year
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	It has enable the university to assess itself, establish its baseline for continous improvement and to benchmark and devise its targets and goals.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	c) trained but not familiar with main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	a) Strongly agree

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1993
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	MSc / Phd
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	

4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	Skills Assessment

Email Address of Contact Person: marylou_la@yahoo.com

Karadeniz Technical Univrsity

Question	Response
1.1 Please state your institution/faculty.	Karadeniz Technical Univrsity
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Maritime Transportation and Management Engineering Naval Architecture and Marine Engineering Fisheries Technology Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Maritime Transportation and Management Engineering Naval Architecture and Marine Engineering Fisheries Technology Engineering Management
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	a) Marine engineering, b) Nautical science
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	6 years

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	No
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), c) Cost of assessment (assessment fee, visiting audit, etc.)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2004
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Bsc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, d) Adminitrative processes

4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	a) Teaching
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: ebasar@ktu.edu.tr

Kobe University, Graduate School of Maritime Sciences (KU-GSMS)

Question	Response
1.1 Please state your institution/faculty.	Kobe University, Graduate School of Maritime Sciences (KU-GSMS)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in Maritime Sciences
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Maritime Sciences MSc in Engineering
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	No
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	e) Other
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	We are having a general asseccment about Faculty standard,academic/social activities of staffs and students,out puts of academic researches by the governmental institution every three year.

1.5 How long is the validity period of the accreditation?	The assessment is done every three and five years.
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	The external assessment is carried by the governmental institution, it is a kind of our obligations.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	d) Disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	d) Others

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	We are teaching students and researching with post garduate students on mainly Engineering/Science/Social SCience/Maritime law etc in the University. And the National Institute for Sea Traning has a role of MET for the students on the training ships.
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	e) Others
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	Pls see our opinion in 2.6.2, we are sharing the programme of MET with the National Institute for Sea Training, we ahve a role of Maritime Education and the NIST has a role of Sea Training.
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	d) Others
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes

4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	b) Practical training, d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	d) Other
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	Pls make 2 or 3 steps to set up the accrediation scheme; the 1st stage will be formed a scheme as blue print by the WMU,and pick up several model institutes of IAMU members. the 2nd stage will produce a pilot or preliminary accreditation form and carry th
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	All member institute of IAMU must send the head office of IAMU their annual reports include items of academic researches,enrolement of BSc and MSc programmes,activities of the institute and movement of the marine logistics industry. A report format will b

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Korea Maritime University, College of Maritime Sciences (KMU)

Question	Response
1.1 Please state your institution/faculty.	Korea Maritime University, College of Maritime Sciences (KMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Nautical Science Marine Engineering Maritime Law Logistics Engineering Economics Law Science Marine Police Business Management Administration
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Nautical Science Marine Engineering Maritime Law Logistics Engineering Economics Law Science Marine Police Business Management Administration
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISM

1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	5
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1995
3.2 How often do you have visits and/or reports from the external examiner/s?	d) Others
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Bsc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	b) Classification societies
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: byea@hhu.ac.kr

Maritime Institute Willem Barentsz (MIWB)(of the University of Applied Sciences NHL)

Question	Response
1.1 Please state your institution/faculty.	Maritime Institute Willem Barentsz (MIWB)(of the University of Applied Sciences NHL)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc Maritime Operations BSc Ocean technology
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	DNV Maritime Academies DNV Simualtor Centres DNV Simulator Systems
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	

1.5 How long is the validity period of the accreditation?	6 Years for MOE 1 Year for DNV
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	c) Neutral
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes

Appendix G

4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	b) Practical training, d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: sjcross@hetnet.nl

Maritime State University named after Admiral G.I. Nevelskoy (MSU)

Question	Response
1.1 Please state your institution/faculty.	Maritime State University named after Admiral G.I. Nevelskoy (MSU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	only one BSc degree program is available with marine engineering department; Education and training is mostly provided along the lines of the Russian traditional MET system, namely towards a Specialist degree of five year course of studies, and implying
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	NONE
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001, Certificate of Conformity No. K 14822, issued on 02 Apr 2010, valid till 02 Apr 2013 National accreditaion: License No. 2387 dated 03 Nov 2009, valid till 03 Nov 2014
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	National accreditation's validity period is 5 years ISO accreditation's validity period is 3 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	ISO 9001 has helped, through the introduction of the Quality Assurance system, to improve the quality of education and training provided
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	c) Neutral
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.)

2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1950
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Candidate of Science, which is roughly equivalent to PhD
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students, c) External Stakeholders
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes

4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: strelkov@msun.ru

Mokpo National Maritime University (MNMU)

Question	Response
1.1 Please state your institution/faculty.	Mokpo National Maritime University (MNMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	B.S Division of Maritime Transportation System B.S Marine System Engineering B.S Ocean System Engineering B.S Marine Electronic & Communication Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	M.S Division of Maritime Transportation System M.S Marine System Engineering M.S Ocean System Engineering M.S Marine Electronic & Communication Engineering
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	c) External examination
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	1 Year

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Every four years need to be done by external assessment to meet the institution's need.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, c) Evidence of academic/professional benchmarks achieved by your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	

2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2009
3.2 How often do you have visits and/or reports from the external examiner/s?	d) Others
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	PhD
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes

4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	c) Examination, d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: dyoon@mmu.ac.kr

Odessa National Maritime Academy (ONMA)

Question	Response
1.1 Please state your institution/faculty.	Odessa National Maritime Academy (ONMA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BCs in Navigation Science BCs in Marine Engineering (Ship's Power Plants Operation) BCs in Automation (Automated Control of Technological Processes) BCs in Electrical Engineering (Electric Systems and Complexes of Transport Means) BCs in Radio Engineering
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MCs in Navigation Science MCs in Marine Engineering (Ship's Power Plants Operation) MCs in Automation (Automated Control of Technological Processes) MCs in Electrical Engineering (Electric Systems and Complexes of Transport Means) MCs in Radio Engineering
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation b) National accreditation, c) External examination
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	QMS / ISO 9001, Ukarainian Register, Rusian Register and IQNet
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	National10, Ukrainian Register 5, Russian Register 3,IMarEst 5
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	a) Strongly agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administration work (high engagement of the managerial staff, documentation, preparing of the self-assessment study) c) Cost of assessment (assessment fee, visiting audit, etc.)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1996
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes, No
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Msc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes

3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff b) Students c) External stakeholders
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	DNV Accreditation for maritime institutes.

Email Address of Contact Person: d_zhukov@mail.ru

Polytechnic University of Catalonia, Faculty of Nautical Studies Barcelona

Question	Response
1.1 Please state your institution/faculty.	Faculty of Nautical Studies of Barcelona
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in Nautical Science, BSc in Marine Engineering, BSc in Ship Propulsion & Auxiliary Systems of Ship
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in Marine Engineering, MSc in Nautical Science and Maritime Transport
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	d) Other (e.g ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	3

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well-trained, with fair understanding of main MET processes
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	a) Strongly agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administration work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)

2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1999
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	MSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Administrative processes

4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	a) Independent accreditation agency
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: dega@fnb.upc.edu

Regional Maritime University

Question	Response
1.1 Please state your institution/faculty.	Regional Maritime University
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	1. BSc. - Nautical Science 2. BSc. - Marine Engineering 3. BSc. - Marine Electrical and Electronic Engineering 4. BSc. - Information and Communication Engineering 5. BSc. - Ports and Shipping Administration 6. BSc. - Logistics Management
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	1. MA - Ports and Shipping Administration
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	

1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	Five (5) years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	a) Strongly agree

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution, d) Others
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	Increased collaboration and experience-sharing within IAMU.
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff, e) Others
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	Rigid external audits set to specific standards of pedagogy, may limit the academic freedom and creativity that is the bedrock of University education.
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	

4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person: mimanuel@gmail.com

Shanghai Maritime University

Question	Response
1.1 Please state your institution/faculty.	Shanghai Maritime University
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Navigation Technology Marine Engineering Thermal Energy and Power Engineering Transport Logistics Management Transport Engineering Shipping Management Law(Maritime Law) Marine Transport and Logistics Economics(Economics) International Economics and Trade
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	Industrial Economics International Trade Management Science and Engineering Accounting Enterprise Management MBA EMBA Project Management Power Electronics and Electric Driver Control Theory and Engineering Testing Technology and Automation Devices Machine
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	

1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	5 years, but annual assessment is required.
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	International criteria on MET institution. International recognition as a MET university.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution 1 b) Demonstration and reassurance of the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.)
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administration work (high engagement of the managerial staff, documentation, preparing of the self-assessment study)
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	
3.2 How often do you have visits and/or reports from the external examiner/s?	
3.3 Are the external examiner/s from your country? Please state yes or no.	
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching b) Practical training c) Examination d) Administrative processes
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	a) Independent accreditation agency
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

Email Address of Contact Person:

State University of New York, Maritime College (SUNYMC)

Question	Response
1.1 Please state your institution/faculty.	State University of New York, Maritime College (SUNYMC)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	Marine Engineering (BEngr) Naval Architecture (BEngr) Electrical Engineering (BEngr) Mechanical Engineering (BEngr) Facilities Engineering (BEngr) Marine Transportation International Trasportation and Trade Maritime Studies Marine Environmental Science Ma
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	International Transportation Management
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation, c) External examination
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	Middle States - 10 years ABET - 6 years USCG - 5 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Our current institutional and program accreditation meet our needs.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	e) Strongly disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1952
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	PhD
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff, b) Students, c) External Stakeholders
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	d) Adminitrative processes
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	c) Examination
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	Any formal accreditation

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Szczecin Maritime University (SMU-P)

Question	Response
1.1 Please state your institution/faculty.	Szczecin Maritime University (SMU-P)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BSc in: - transport - sea transport - deep-sea fishing - marine traffic engineering - hydrographic survey and aids to navigation - rescue - marine information systems - marine power plant operation - marine machine and equipment diagnosis and repairs - lo
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in: - sea transport - deep-sea fishing - construction and operation of marine electric-power systems - management and engineering of production
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, c) External examination, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	ISO 9001:2008
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	international accreditation - determinated by a body national accreditation - 5 years external accreditation - 5 years ISO - 3 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Current assesment cover the whole MTE process.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No

2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	d) Disagree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2008
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Msc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	No
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	a) Independent accreditation agency
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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U.S. Merchant Marine Academy (USMMA)

Question	Response
1.1 Please state your institution/faculty.	U.S. Merchant Marine Academy (USMMA)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	BS in Nautical Science (3 programs) BS in Marine Engineering (3 programs)
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MS in Marine Engineering
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	b) National accreditation
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	a) Marine engineering
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	

1.5 How long is the validity period of the accreditation?	1. The entire Academy is accredited by the Middlestates Accreditation Body. The re-accredtations happen once in 5 years 2. Two Marine Engineering programs are accredited every six years by ABET
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	1. Helps to keep high level of programs 2. Widens and assures the ties with the Industry 3. Helps to evaluate and improve the program educational objectives
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	a) very well-trained, with thorough understanding of all MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree

2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.), c) Evidence of academic/professional benchmarks achieved by your MET institution, d) Others
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	Very helphul for ne wprograms, for MET institutions in the developing countries, for the program that do not have any or very limited external exposure.
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), c) Cost of assessment (assessment fee, visiting audit, etc.), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	1980
3.2 How often do you have visits and/or reports from the external examiner/s?	d) Others
3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	mainly PhD
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	No

3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	No
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	Please, see my suggestions in the report to the Study on Accreditation of Marine Engineering Programs

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University of Rijeka, Faculty of Maritime Studies (UR-FMS)

Question	Response
1.1 Please state your institution/faculty.	University of Rijeka, Faculty of Maritime Studies (UR-FMS)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	1) Nautical sciences 2) Marine Engineering 3) Marine Electronics and Communications 4) Technology of Transport 5) Logistics and Management
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	1) Nautical sciences 2) Marine Engineering 3) Marine Electronics and Communications 4) Technology of Transport 5) Logistics and Management
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	a) International accreditation, b) National accreditation, d) Other (ISO 9000, etc.)
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	- ISO 9000 (required by the Ministry responsible for safety of navigation) - National accreditation (required by the Ministry responsible for general education) - Accreditation visit by European Maritime Safety Agency (on behalf of the EU countries)
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	Yes

1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	
1.5 How long is the validity period of the accreditation?	5 years
2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	No
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	In case of Croatia the accreditation system is twofold: it is independently carried out by the Ministry responsible for the safety of navigation (in areas dealing with STCW requirements) and by the Ministry responsible for general education. In both systems a focus is on administrative requirements, not on the real issues. As a consequence, no useful advices are given, and personnel usually see the assessment as another job to be done, with no real aspiration for improvement.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	1) In most cases external assessors have neither on board nor in-class teaching experience. Consequently, they are focused on administrative requirements and fail to spot the important issues. 2) A really help for any MET institution management would be a fair and honest independent assessment carried out by experienced colleagues (being at least modesty experienced, both on board and in class). Opposite to that, another administrative "assessment" is useless and very effective waste of time and resources and should be avoided.
2.3 If you had been assessed by external assessors, are they in general	c) trained but not familiar with main MET processes.

2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	Yes
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution, b) Demonstration and reassurance the level of quality MET to the shipping industry (owners, operators, crewing agencies, etc.)
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study), b) Exposure to too many (too frequent) assessments imposed by external adminstrative bodies (ministry of education, maritime administration), d) Time-consuming engagement of both managerial and administrative staff
2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2000
3.2 How often do you have visits and/or reports from the external examiner/s?	c) Once a year

3.3 Are the external examiner/s from your country? Please state yes or no.	Yes
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	BSc
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	No
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, b) Practical training
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	c) Examination, d) Adminitrative processes
4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	

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World Maritime University (WMU)

Question	Response
1.1 Please state your institution/faculty.	World Maritime University (WMU)
1.2.1 Please list the BSc degree programmes delivered by your institution: e.g. BSc in Nautical Science, BSc in Marine Engineering, etc	N/A
1.2.2 Please list the MSc degree programmes delivered by your institution: e.g. MSc in Logistics, MSc in Navigation Science, etc.	MSc in maritime affairs
1.3. Has your institution undergone any form of the external assessment over the period of the last 5 or 10 years?	Yes
1.3.1 With reference to the previous question, what type of assessment was applied? (E.g. International accreditation, national accreditation, external examination, etc)	c) External examination
1.3.2 If you had chosen option (d) in the previous question, please list the assessment used.	
1.4 Accreditation may involve an MET institution as a whole or a programe of studies offered by the institution. Has your institution been accredited as a whole? Please state yes or no.	N/A
1.4.1 If you had answered No to the previous question, which programme of studies at your institution has undergone any sort of assessment/accreditation?	N/A
1.4.2 If you had chosen option (e) in the previous question, please list the programme of studies that has undergone any sort of assessment/accreditation	N/A
1.5 How long is the validity period of the accreditation?	N/A

2.1 Do the various forms of external assessment (e.g. ISO 9000, academic accreditation, etc.) that your institution has undergone so far meet your INSTITUTION'S NEEDS? Please state yes or no.	Yes
2.1.1 Please make your comments, experience or suggestion relative to your answer in question 2.1	Comments from external examiners are always depending their background knowledge.
2.2 If you had answered No in the previous question, please enter the reasons for your dissatisfaction and give your list of drawbacks and limitations, missing elements of assessment, etc.:	
2.3 If you had been assessed by external assessors, are they in general	b) well trained, with fair understanding of main MET processes.
2.4 Has your institution ever been required to present the results of the external assessment or any other information related to the external assessment to third parties (e.g. shipping companies, crew managers, seafarers' associations, etc)?	No
2.5 Do you think that some sort of a possible IAMU accreditation scheme would ASSIST your institution in maintaining or improving your status or reputation with your stakeholders (educational administration, maritime administration, shipping industry)?	b) Agree
2.6.1 How can a possible IAMU accreditation scheme be BENEFICIAL to your institution or to some of your programmes of study?	a) International recognition of your MET institution
2.6.2 If you had chosen option (d) in the previous question, please list the possible benefits here	
2.7.1 Please select the NEGATIVE aspects or effects of previous cases of external assessment in your institution:	a) Heavy administrative work (high engagement of the managerial staff, documentation, preparing of the self-assessment study),

2.7.2 If you had chosen option (e) in the previous question, please list the negative aspects below	
3.1 When did your institution/faculty introduce the external examiner system? Please state the year below, e.g 2001, etc.	2000
3.2 How often do you have visits and/or reports from the external examiner/s?	b) Twice a year
3.3 Are the external examiner/s from your country? Please state yes or no.	No
3.4 Please state the minimum qualification of your external examiner/s. (Ex Bsc, Msc, Phd)	Ph.D., experts of maritime affairs/Academic assessment
3.5 Do the external examiner/s need to have in-depth knowledge with the same field?	Yes
3.6 Is the final report from the external examiner/s made public? Please state yes or no.	Yes
3.6.1 If you had answered Yes to the previous question, to whom is the report made available?	a) Staff
4.1.1 On the basis of the questions and answers above, do you think that preparing a pilot IAMU accreditation scheme will be beneficial to IAMU member institutions?	Yes
4.1.2 If you had answered yes in the previous question, would you (your institution) be willing to take part in such a pilot IAMU accreditation scheme?	Yes
4.1.3 In your opinion, in which areas can the IAMU accreditation system offer major improvements?	a) Teaching, c) Examination
4.1.4 In your opinion, which areas should be excluded from the IAMU accreditation scheme?	b) Practical training, d) Administrative processes

4.2.1 If the IAMU member institutions agree to prepare a PILOT accreditation scheme, on voluntary basis, who should such accreditation be entrusted to?	c) Body or pool of peer experts delegated as auditors by IAMU member institutions
4.2.2 If you had chosen option (d) in the previous question, please state your suggestion here.	
4.3 Please suggest any alternative measures in Quality Assurance that may be applicable to IAMU member institutions.	If there is any system to prove the quality of education at the IAMU member institutions, that would be applicable.

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