

Decision on the Evaluation Result

Study programme:

“Joint Master’s Degree in Port Management and Logistics” (Mipmal)

offered by **University of Cádiz** (UCA, Spain, coordinator) in cooperation with **University of Gdańsk** (UG, Poland), **University of Split** (UNIST, Croatia), **University of Malta** (UM, Malta), **University of Algarve** (UALg, Portugal).


Based on the report of the expert panel on the 7th March 2025 the Direction¹ of the Agency for Scientific and University Quality of Andalusia decides:

1. The master degree programme “**Master’s Degree in Port Management and Logistics**” offered by University of Cádiz (Spain) in cooperation with University of Gdańsk (Poland), University of Split (Croatia), University of Malta (Malta), University of Algarve (Portugal) is accredited according to the criteria and procedures defined in the European Approach for Quality Assurance of Joint Programmes.

The study programme complies with the requirements defined by the European Approach for Quality assurance of Joint Programmes and the European Qualifications Framework (EQF) in its current version.

2. The accreditation is given for a period of **six years**, valid until 7/3/2031.
3. A follow-up report shall be submitted to ACCUA by the end of the third year of implementation of the joint programme. The consortium shall provide ACCUA with a report detailing how each recommendation for improvement from the panel (section 11.1 of the review report) has been addressed, including supporting evidence. The follow-up report may also include any other relevant changes to the programme in relation to the quality assurance standards defined in the European Approach for Quality Assurance of Joint Programmes.

¹Consultation of the European Approach Reporting Commission has not been necessary as it is a single evaluation report.

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The following recommendations are given for further improvement of the programme:

STANDARD 1: ELIGIBILITY

1.1. Status

- According to the information provided during the visit, the degree will be awarded jointly by the five partner universities and the diploma will be issued by Universidad de Cádiz. However, the information included in the SER was unclear. It is recommended a revision of the information to be published about the diploma. It is important for students to know whether the degree belongs to the higher education system of their respective countries or not, and when this will be the case. This should be stated explicitly. If a recognition process is required in each country, this should be mentioned, as well as the period of time required for the full recognition of the degree in each country
- It is recommended to clearly define student engagement in student representative boards for each institution

1.2. Joint Design and Delivery

N/A

1.3. Cooperation Agreement

N/A

STANDARD 2: LEARNING OUTCOMES

2.1. Level

- The learning outcomes and contents of some courses should be improved to make sure that these learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA).
- It is recommended that the learning outcomes from some courses be revised. The learning outcomes should guarantee that students should become specialists in the field of Port Management and Logistics. As such, they should gain enough knowledge and the problem-solving skills required to be able to lead different teams in the companies, provide strategic plans, present and implement procedures to optimize different logistics processes, among others.

2.2. Disciplinary field

- It is recommended to review the disciplinary fields of study. We mention here an example, but a thorough revision should be carried out:
According to its contents the course Introduction to MIPMAL seems incorrectly categorized under Applied Economics. This should be justified or the course should be classified in a more appropriate field of study.

2.3. Achievement


N/A.

2.4. Regulated Professions

N/A.

STANDARD 3: STUDY PROGRAMME

3.1. Curriculum

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- It is recommended to inform students of the estimated cost of the required mobility in this program and ways to finance it.
- It is recommended to specify the timing of each course more precisely, not only the semester in which it is taught. In particular, the introductory course should be placed before the other courses in the same semester.
- It is recommended to review the alignment of the course titles and contents. We mention here a few examples, but a thorough revision should be carried out:
- In the case of the course Operations and Service in Ports, the title does not accurately reflect the course content, which focuses on Business and Economics of Port Management.
- The title of the course Logistics Modelling suggests a focus on Operations Research, which is misleading since the content corresponds to Logistics Process Modelling.
- The title of the course Energy Transition is too broad for the content covered. A more specific title, such as Energy Transition in Ports, is recommended.
- The title, and perhaps the contents, of the course Supply Chain Management is too broad; the contents should be better aligned with the program's thematic area.
- In the course Port Governance, governance models from different EU countries should be analysed, not just the Spanish model.
- In the course Port Logistics, the assigned textbook (D. Simchi-Levi, Designing and Managing the Supply Chain, McGraw-Hill Education Europe, 2007) primarily focuses on supply chain management, which does not adequately support the course content. A more relevant text should be identified

3.2. Credits

N/A.

3.3. Workload

N/A.

STANDARD 4: ADMISSION AND RECOGNITION

4.1. Admission

- Students should get clear information on the type of knowledge and skills that they should have before entering the program, that is, the knowledge and skills that would be necessary for success in the Master's degree. Therefore, the recommended entry profiles for the students should be well defined. It is necessary to justify that the introductory course ensures a common starting point for all students.


4.2. Recognition

N/A.

STANDARD 5: LEARNING, TEACHING AND ASSESSMENT

5.1. Learning and teaching

N/A.

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5.2. Assessment of students

- Student Assessment Methods should be revised. Several courses rely solely on a single exam for student assessment, which may not be appropriate. Assessment methods for some courses (e.g. Port Logistics and Core Issues and Development of Maritime Shipping Law) lack clarity and should be reviewed to ensure transparency and appropriateness.

STANDARD 6: STUDENT SUPPORT

- The review panel recommends the coordination and centralization of the academic and professional orientation services available and, equally important, the information provided to students about these services. In particular, concerning the mobility support services, that should play a central role in this programme.

STANDARD 7: RESOURCES

7.1. Academic, administration and services staff

N/A.

7.2. Facilities and material resources

- The online platform needs to be running before the programme starts.
- Some of the links available in the documentation offer information, but only in language of the partner. Before the programme starts, relevant documents should be available in English to all students

STANDARD 8: TRANSPARENCY AND DOCUMENTATION

- It is recommended to provide more information to students concerning the appropriate entry profile for this Master's degree.


STANDARD 9: QUALITY ASSURANCE

N/A.

With regard to the rationale behind this decision the Direction refers to the attached evaluation report.

In Córdoba, on the date of the electronic signature.

THE DIRECTOR

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Evaluation Report by the Review Panel

Name of the Programme

Joint Master's Degree in Port Management and Logistics

MIPMAL

Name of the Coordinating Institution

Universidad de Cádiz

Evaluation coordinated by ACCUA in accordance with the European Approach for Quality Assurance of
Joint Programmes



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EXECUTIVE SUMMARY

This evaluation corresponds to an ex-ante accreditation of a proposal made by SEA-EU Consortium for the Joint Master's Degree in Port Management and Logistics MIPMAL. The evaluation process has been coordinated by the Agency for Scientific and University Quality of Andalusia (ACCUA) in accordance with the European Approach for Quality Assurance of Joint Programmes (EA).

The 9 partner universities of the SEA-EU Alliance (SEA-EU, The European University of the Seas) are:

1. UCA: University of Cádiz, Spain (Coordination)
2. UBO: University of Western Brittany, France
3. CAU: Christian-Albrechts University of Kiel, Germany
4. UG: University of Gdańsk, Poland
5. UNIST: University of Split, Croatia
6. UM: University of Malta, Malta
7. UPN: University of Naples Parthenope, Italy
8. UAlg: University of Algarve, Portugal
9. NORD: Nord University, Norway

From the 9 partners in the Consortium, only UCA, UG, UNIST, UM and UAlg will award the Joint Master's Degree in Port Management and Logistics MIPMAL.

Joint programme description

Name of the programme: Joint Master's Degree in Port Management and Logistics, MIPMAL

EQF level: 7

QF-EHEA level: 2nd cycle

Degree awarded: Joint Master's Degree in Port Management and Logistics

Number of ECTS: 120

Language of instruction: English

Multidisciplinary aspects: the programme is interdisciplinary

Teaching modality: in person



During the external visit, the interviews allowed the review panel to collect the necessary information to complement the contents of the Self Evaluation Report.

Highlights of the programme

- The programme has a relevant multidisciplinary approach that comprises Arts and Humanities, Social Sciences, Business Administration and Law, Natural Sciences, Mathematics and Statistics, Information and Communication Technologies, Engineering, Manufacturing and Construction, Transport and Logistics Services. The multidisciplinary approach of the joint master's degree is appreciated by the review panel and has been strongly supported by the stakeholders involved in the review process. The review panel confirmed that the joint degree will provide skills that are demanded by the labour market.

- There is a tight link of the Master's to industry and a very good connection to stakeholders that will facilitate students' entry into the labour market. The stakeholders consider that this programme fits the market needs.

- The European mobility supported by this master is particularly attractive for students. It is viewed as a timely opportunity for the students to get international experience that will be useful for their career and future development.

- The Programme has both a research-oriented perspective and a professional orientation. Students may follow a professional track or a research track for their Master thesis.

- The involved universities can rely on multiple forms of already existing cooperation. This should ensure a successful implementation of the programme.

- The review panel appreciates the co-creation process for this joint degree and the involvement of relevant stakeholders.



Detailed and reasoned description of the recommendations for improvement per standard provided by the review panel

Standard 1. Eligibility

◦According to the information provided during the visit, the degree will be awarded jointly by the five partner universities and the diploma will be issued by Universidad de Cádiz. However, the information included in the SER was unclear. It is recommended a revision of the information to be published about the diploma. It is important for students to know whether the degree belongs to the higher education system of their respective countries or not, and when this will be the case. This should be stated explicitly. If a recognition process is required in each country, this should be mentioned, as well as the period of time required for the full recognition of the degree in each country.

◦It is recommended to clearly define student engagement in student representative boards for each institution.

Standard 2. Learning outcomes

◦The learning outcomes and contents of some courses should be improved to make sure that these learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA).

◦The learning outcomes from different courses should be revised to reach the objectives of the programme. Through the listed courses and its learning outcomes students should become specialists in the field of Port Management and Logistics. As such, they should gain enough knowledge and the problem-solving skills required to be able to lead different teams in the companies, provide strategic plans, present and implement procedures to optimize different logistics processes, among others.

Standard 3. Study programme

◦ It is recommended to review the alignment of the course titles, contents and disciplinary fields of study. We mention here a few examples, but a thorough revision should be carried out:

According to its contents the course Introduction to MIPMAL seems incorrectly categorized under Applied Economics. This should be justified or the course should be classified in a more appropriate field of study.

In the case of the course Operations and Service in Ports, the title does not accurately reflect the course



content, which focuses on Business and Economics of Port Management.

The title of the course Logistics Modelling suggests a focus on Operations Research, which is misleading since the content corresponds to Logistics Process Modelling.

The title of the course Energy Transition is too broad for the content covered. A more specific title, such as Energy Transition in Ports, is recommended.

The title, and perhaps the contents, of the course Supply Chain Management is too broad; the contents should be better aligned with the program's thematic area.

In the course Port Governance, governance models from different EU countries should be analysed, not just the Spanish model. Course topics are similar to the course “Sustainable Port Cities”.

In the course Port Logistics, the assigned textbook (D. Simchi-Levi, Designing and Managing the Supply Chain, McGraw-Hill Education Europe, 2007) primarily focuses on supply chain management, which does not adequately support the course content. A more relevant text should be identified. Course content is similar to the course “Supply Chain Management”. Try not to overlap contents and to repeat lectures. Improve literature with newest literature.

In the course „Research Methods“ PLO must be updated. Students can't achieve all of these PLO's through this course. If this is the case, maybe course should be in 2 semesters? Improve course content.

Standard 4. Admission and recognition

◦ Students should get clear information on the type of knowledge and skills that they should have before entering the program, that is, the knowledge and skills that would be necessary for success in the Master's degree. Therefore, the recommended entry profiles for the students should be well defined. It is necessary to justify that the introductory course ensures a common starting point for all students.

Standard 5. Learning, teaching and assessment

◦ Student Assessment Methods should be revised. Several courses rely solely on a single exam for student assessment, which may not be appropriate. Assessment methods for some courses (e.g. Port Logistics and Core Issues and Development of Maritime Shipping Law) lack clarity and should be reviewed to ensure transparency and appropriateness.

Standard 6. Student support



- The review panel recommends the coordination and centralization of the academic and professional orientation services available and, equally important, the information provided to students about these services. In particular, concerning the mobility support services, that should play a central role in this programme.

Standard 7. Resources

- The online platform needs to be fully running before the programme starts.
- Some of the links available in the documentation offer information, but only in the language of the partner. Before the programme starts, relevant documents should be available in English to all students.

INTRODUCTION

A) The procedure conducted for the review process

As coordinator of the joint master, UCA requested ACCUA the ex-ante evaluation of the joint master programme according to the European Approach, providing the self-evaluation report (SER) according to the proposed format and annexes as additional evidence. ACCUA nominated the expert panel. ACCUA provided an online training session for the panel. Each member of the panel analysed the self-evaluation report and provided an individual assessment. In a meeting of the panel, these individual reports were discussed and additional information was requested to the Consortium. The additional information was sent to the panel members before the visit. The external visit was held online and took place on February 10th, 2025. With all the information provided by the Consortium and the external visit, the panel issues this preliminary report.

B) Information on the review panel and its activity

• Composition of the review panel

President: D. David Camacho Fernández
Members: Dña. Ana Paula Barbosa Póvoa
D. Matej Drobnič
D. Tomislav Rožić



Secretary: Dña. M^a Paz Espinosa Alejos

• **Coordination of the review process**

The review process and the internal procedures to nominate the expert panel have been coordinated by ACCUA and developed according to the European Approach.

• **Description of the panel visit**

The visit took place online, on February 10th, 2025. The agenda was agreed with the coordinating university and the expert panel. The coordinating university provided a list of participants who attended the different sessions via Webex platform. ACCUA organised the online visit and provided technical assistance. The visit took place without any remarkable incidence. All planned meetings were held and most of participants attended.

• **Coordination for the review report writing**

The provisional report has been elaborated by the secretary of the review panel taking into consideration the individual reports of all members of the panel and the findings during the visit.



INFORMATION ON THE PROGRAMME

Name of the programme: Joint Master's Degree in Port Management and Logistics, MIPMAL

EQF level: 7

QF-EHEA level: 2nd cycle

Degree awarded: Joint Master's Degree in Port Management and Logistics

Number of ECTS points: 120

Language of instruction: English

Multidisciplinary aspects: the programme is interdisciplinary

Teaching modality: in person

The Consortium responsible for the degree is formed by 9 partner universities of the SEA-EU Alliance (The European University of the Seas):

1. UCA: University of Cádiz, Spain (Coordination)
2. UBO: University of Western Brittany, France
3. CAU: Christian-Albrechts University of Kiel, Germany
4. UG: University of Gdańsk, Poland
5. UNIST: University of Split, Croatia
6. UM: University of Malta, Malta
7. UPN: University of Naples Parthenope, Italy
8. UAlg: University of Algarve, Portugal
9. NORD: Nord University, Norway

From the 9 partners in the Consortium, only UCA, UG, UNIST, UM and UAlg will award the degree.



INDIVIDUAL ASSESSMENT OF EACH STANDARD

STANDARD 1: ELIGIBILITY

1.1. Status

Guideline

The Institutions offering a joint programme should be recognised as Higher Education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in a joint programme, and, if applicable, to award a joint degree. The institutions awarding the degree/s should ensure that the degree/s belong to the higher education degree system at the countries in which they are based.

Analysis of the documentary evidence provided

The five consortium partners that offer this joint programme are recognised as Higher Education institutions by the relevant authorities of their countries (Annex 1).

Their respective national legal frameworks enable them to participate in a joint programme (Annex 3 contains the relevant legal frameworks in the local languages -only the texts in Croatian, Spanish and English could be checked), but only University of Cádiz will issue the diploma.

Apparently, there is contradictory evidence concerning the degree awarding institutions. According to Table 5 in SER, only University of Cádiz is awarding the degree. However, the degree is jointly awarded, as stated in the cooperation agreement (University of Cádiz is the institution issuing the diploma). The self-evaluation report is not clear on whether the degree belongs to the higher education degree system at Portugal, Poland, Croatia and Malta.

In four of the countries (Spain, Portugal, Poland and Croatia) universities are able to apply the European Approach to Quality Assurance in Joint Programmes, while it is unclear whether this is possible in Malta.

Student's enrolment in student representative boards for each institution is not made explicit.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

◦ According to the information provided during the visit, the degree will be awarded jointly by the five partner universities and the diploma will be issued by Universidad de Cádiz. However, the information included in the SER was unclear. It is recommended a revision of the information to be published about the diploma. It is important for students to know whether the degree belongs to the higher education system of their respective countries or not, and when this will be the case. This should be stated



explicitly. If a recognition process is required in each country, this should be mentioned, as well as the period of time required for the full recognition of the degree in each country.

◦ It is recommended to clearly define students enrolment in student representative boards for each institution.

Aspects that should be improved in order to obtain a positive report:

None

1.2. Joint Design and Delivery

Guideline

Joint programmes should be offered jointly, involving all the cooperating institutions in the design and delivery of the programme.

Analysis of the documentary evidence provided

The design of the program has involved the five cooperating partners in a process of co-creation, co-design and co-delivery process (Annex 17).

One strength of the joint programme is the participation of the Port Council (port authorities) and students in the design of the programme and other relevant aspects.

The joint structure for academic governance, internal quality assurance, administration, and financial management, as shown in Figure 6, is adequate.

The documentary evidence provided in the self-evaluation report (Table 4, Figure 5) shows that the cooperating institutions have participated in:

- The procedures for the design of the integrated curriculum, the joint admission and selection of students.
- The establishment of joint regulations for examinations (Annexes 5 and 6). The Joint Programme Working Group (JPWG) has developed a standardised grading system.
- The design and implementation of joint procedures for quality assurance.
- The development of the participation budget agreed by the consortium. The Full Partners oversee the management of the annual budget in accordance with the Financial Agreement included as Annex 1 to the Cooperation Agreement.

Assessment

Achieved	Partially Achieved	Not Achieved
X		



Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None

1.3. Cooperation Agreement

Guideline

The terms and conditions on the joint programme should be laid down in a cooperation agreement. The agreement should cover in particular the following issues:

- Denomination of the degree/s awarded in the programme.
- Coordination and responsibilities of the partners involved with regard to management and financial organisation, (including funding, sharing of costs and income, etc.).
- Admission and selection procedures for students.
- Mobility of students and teachers.
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.

Analysis of the documentary evidence provided

The terms and conditions on the joint programme are laid down in a cooperation agreement. Letters of commitment are included in Annex 2. The agreement has already been signed.

The five partners participate in the Erasmus+ program, which facilitates students' mobility.

The cooperation agreement covers the following issues:

- Denomination of the degree awarded in the programme.
- The Full Partners will oversee the management of the annual budget in accordance with the Financial Agreement included as Annex 1 to the Cooperation Agreement. The Financial Agreement establishes the financial regulations, procedures and reporting rules of the Consortium, including but not limited to the definition of student tuition fees, the internal reimbursement of eligible costs, and the mobilisation of complementary non-EU funds.
- Admission and selection procedures for students (Annex 5).
- Mobility of students and teachers (Annex 7). The universities of Cadiz and Split alternate as the starting campus each academic year. The first two semesters are completed entirely at the starting campus. For the third semester, the universities of Gdansk, Malta, and Algarve will take turns hosting students in a three-year cycle. Finally, students have the option to choose the university where they wish to undertake either their research-oriented master's dissertation or their internship.
- Examination regulations and student assessment methods are included in Annex 6 to the cooperation agreement.



The cooperation agreement includes the following information:

- The legal framework including the cooperating institutions' rights and obligations.
- The academic programme (Annex 3), mobility paths and periods of realisation (Annex 7): the program includes mobility for two semesters (60 credits) in the second year of the Master's degree.
- Admission and selection procedures (Annex 5), submission of applications for admission, mobility, assessment of achievement, degree/s awarding and recognition. Students available services are included in the online Students Handbook (Annex 9).
- Public available information on the programme, including the online student guide (Annex 9).
- Academic, administration and services staff responsible for mobility (Annex 7).
- Quality assurance, in particular the internal quality assurance system. Information on this is included in the Internal Quality Handbook of the SEA-EU Joint Programmes (Annex 10).
- Article 14 of the cooperation agreement deals with financial management.
- The recognition of the credits awarded and the courses offered by each institution.

Before the visit the review panel asked for additional documentation. In particular, the signed cooperation agreement and the financial plan to be added to the cooperation agreement. Both documents were provided.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None



STANDARD 2: LEARNING OUTCOMES

2.1. Level

Guideline

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualification framework(s).

Analysis of the documentary evidence provided

The programme has a relevant multidisciplinary approach that comprises Arts and Humanities, Social Sciences, Business Administration and Law, Natural Sciences, Mathematics and Statistics, Information and Communication Technologies, Engineering, Manufacturing and Construction, and Transport Services. The multidisciplinary approach of the joint master's degree is appreciated by the review panel and has been strongly supported by the stakeholders involved in the review process. The review panel confirmed that the joint degree will provide skills that are demanded by the labour market.

Overall, the intended learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualification frameworks. However, some of the learning outcomes and contents of some courses should be improved to make sure that these learning outcomes align with the European Higher Education Area (EHEA).

Although the intended learning outcomes are in general in line with the European and national frameworks, the learning outcomes from some courses should be revised to reach the objectives of the programme. Through the listed courses and its learning outcomes students should become specialists in the field of Port Management and Logistics. As such, they should gain enough knowledge and the problem-solving skills required to be able to lead different teams in the companies, provide strategic plans, present and implement procedures to optimize different logistics processes, among others.

Annexes 5 and 6 describe the course learning outcomes for each subject.

Assessment

Achieved	Partially Achieved	Not Achieved
	X	

Recommendations:

- The learning outcomes and contents of some courses should be improved to make sure that these learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA).
- It is recommended that the learning outcomes from some courses be revised. The learning outcomes



should guarantee that students should become specialists in the field of Port Management and Logistics. As such, they should gain enough knowledge and the problem-solving skills required to be able to lead different teams in the companies, provide strategic plans, present and implement procedures to optimize different logistics processes, among others.

Aspects that should be improved in order to obtain a positive report:

None

2.2. Disciplinary field

Guideline

The intended learning outcomes should comprise knowledge, skills and competencies in the respective disciplinary field(s).

Analysis of the documentary evidence provided

The intended learning outcomes comprise knowledge, skills and competencies in the disciplinary field of port management and logistics. The intended learning outcomes are in line with the disciplinary field within which the joint programme is provided.

According to its contents the course Introduction to MIPMAL seems incorrectly categorized under Applied Economics. This should be justified or the course should be classified in a more appropriate field of study.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

◦ It is recommended to review the disciplinary fields of study. We mention here an example, but a thorough revision should be carried out:

According to its contents the course Introduction to MIPMAL seems incorrectly categorized under Applied Economics. This should be justified or the course should be classified in a more appropriate field of study.

Aspects that should be improved in order to obtain a positive report:

None



2.3. Achievement

Guideline

The programme should provide the necessary procedures to demonstrate the intended learning outcomes are achieved.

Analysis of the documentary evidence provided

The programme provides sufficient evidence to demonstrate the intended learning outcomes are achieved. Overall, the curriculum, learning and teaching activities and assessment procedures will allow to reach the intended learning outcomes. However, as pointed out before, the learning outcomes should be reviewed.

The provision of internships for all students is a crucial element of the program. The participation of ports in the Ports Council is important in this respect.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None

2.4. Regulated Professions

This Master's program does not lead to a regulated profession.

Assessment

Achieved	Partially Achieved	Not Achieved	Not applicable
			X

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None



STANDARD 3: STUDY PROGRAMME

3.1. Curriculum

Guideline

The curriculum structure and content should be adequate to achieve the intended learning outcomes.

Analysis of the documentary evidence provided

Overall, the curriculum structure and content are adequate to achieve the intended learning outcomes.

However, it is recommended to review the alignment of the course titles and contents. We mention here a few examples, but a thorough revision should be carried out:

In the case of the course Operations and Service in Ports, the title does not accurately reflect the course content, which focuses on Business and Economics of Port Management.

The title of the course Logistics Modelling suggests a focus on Operations Research, which is misleading since the content corresponds to Logistics Process Modelling.

The title of the course Energy Transition is too broad for the content covered. A more specific title, such as Energy Transition in Ports, is recommended.

The title, and perhaps the contents, of the course Supply Chain Management is too broad; the contents should be better aligned with the program's thematic area.

In the course Port Governance, governance models from different EU countries should be analysed, not just the Spanish model.

In the course Port Logistics, the assigned textbook (D. Simchi-Levi, Designing and Managing the Supply Chain, McGraw-Hill Education Europe, 2007) primarily focuses on supply chain management, which does not adequately support the course content. A more relevant text should be identified.

Assessment

Achieved	Partially Achieved	Not Achieved
	X	

Recommendations:

- It is recommended to inform students of the estimated cost of the required mobility in this program and ways to finance it.
- It is recommended to specify the timing of each course more precisely, not only the semester in which it is taught. In particular, the introductory course should be placed before the other courses in the same semester.
- It is recommended to review the alignment of the course titles and contents. We mention here a few examples, but a thorough revision should be carried out:
 - In the case of the course Operations and Service in Ports, the title does not accurately reflect the course content, which focuses on Business and Economics of Port Management.
 - The title of the course Logistics Modelling suggests a focus on Operations Research, which is misleading since the content corresponds to Logistics Process Modelling.



- The title of the course Energy Transition is too broad for the content covered. A more specific title, such as Energy Transition in Ports, is recommended.
- The title, and perhaps the contents, of the course Supply Chain Management is too broad; the contents should be better aligned with the program's thematic area.
- In the course Port Governance, governance models from different EU countries should be analysed, not just the Spanish model.
- In the course Port Logistics, the assigned textbook (D. Simchi-Levi, Designing and Managing the Supply Chain, McGraw-Hill Education Europe, 2007) primarily focuses on supply chain management, which does not adequately support the course content. A more relevant text should be identified.

Aspects that should be improved in order to obtain a positive report:

None

3.2. Credits

Guideline

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Analysis of the documentary evidence provided

The European Credit Transfer System (ECTS) is applied properly and the distribution of credits is clear.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None



3.3. Workload

Guideline

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credits ranges according to the FQ-EHEA); for joint doctorates no credit range is specified.

Analysis of the documentary evidence provided

The joint master programme amounts to 120 ECTS credits. The workload is appropriate to achieve the intended learning outcomes in two years.

The six courses in each semester develop sequentially in two-week sequences, which allows students to focus on a single subject.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None

STANDARD 4: ADMISSION AND RECOGNITION

4.1. Admission

Guideline

Admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Analysis of the documentary evidence provided

Overall, admission requirements and selection procedures are appropriate in light of the programme's level and discipline. 25 students will be admitted to the program.

It is unclear if students coming from related fields (Management, Engineering) will be given priority in the admission process. Students coming from different fields (e.g. Law, or Social Studies) should be informed whether they need some preparatory courses before the master. More generally, students should get



clear information on the type of knowledge and skills that they should have before entering the program, that is, the knowledge and skills that would be necessary for success in the Master's degree. Therefore, the recommended entry profiles for the students should be well defined. It is necessary to justify that the introductory course ensures a common starting point for all students.

The weights in the selection process are clear and seem appropriate: GPA obtained in the bachelor's or master's degree: 50%; English language certificate: 10% (5% C1; 10% C2) and relevant work experience and other merits related to the field of the master's programme stated in the candidate's CV: 40%. This third element would allow to give priority to students coming from related fields, but this is not explicit.

There is no mention of adjustments to the GPA from different studies or different countries to make them comparable.

Assessment

Achieved	Partially Achieved	Not Achieved
	X	

Recommendations:

◦Students should get clear information on the type of knowledge and skills that they should have before entering the program, that is, the knowledge and skills that would be necessary for success in the Master's degree. Therefore, the recommended entry profiles for the students should be well defined. It is necessary to justify that the introductory course ensures a common starting point for all students.

Aspects that should be improved in order to obtain a positive report:

None

4.2. Recognition

Guideline

Recognition of qualifications and periods of studies, (included recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Analysis of the documentary evidence provided

The recognition of qualifications and periods of studies (including recognition of prior learning) are applied in line with the Lisbon Recognition Convention and subsidiary documents.



Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None

STANDARD 5: LEARNING, TEACHING AND ASSESSMENT

5.1. Learning and teaching

Guideline

The joint programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve them. Student diversity and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of students.

Analysis of the documentary evidence provided

The joint programme is designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied are adequate to achieve them.

Student diversity and their needs are respected and attended to, taking into account the potential different cultural backgrounds of students and students with special needs.

The methodology and educational approach applied in the joint programme are adequate to ensure the students' learning taking into account their diversity and needs.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None



5.2. Assessment of students

Guideline

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Analysis of the documentary evidence provided

The examination regulations and the assessment of the achieved learning outcomes corresponds with the intended learning outcomes. They will be applied consistently among partner institutions.

Overall, the examination procedures designed for the joint programme are adequate to assess that the intended learning outcomes are achieved and if they are properly applied.

However, the assessment methods in some courses should be revised. Several courses rely solely on a single exam for student assessment, which may not be appropriate. Assessment methods for some courses (e.g. Port Logistics and Core Issues and Development of Maritime Shipping Law) lack clarity and should be reviewed to ensure transparency and appropriateness.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

◦ Student Assessment Methods should be revised. Several courses rely solely on a single exam for student assessment, which may not be appropriate. Assessment methods for some courses (e.g. Port Logistics and Core Issues and Development of Maritime Shipping Law) lack clarity and should be reviewed to ensure transparency and appropriateness.

Aspects that should be improved in order to obtain a positive report:

None

STANDARD 6: STUDENT SUPPORT

Guideline

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Analysis of the documentary evidence provided

The student support services are those of the partner institutions and contribute to the achievement of



the intended learning outcomes. They take into account the specific challenges of the required mobility of students. The consortium is working towards centralised student support services but for now they are implemented through the services in the partner universities.

The student support and counselling services seem sufficient to facilitate the intended learning outcomes achievement.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

- The review panel recommends the coordination and centralization of the academic and professional orientation services available and, equally important, the information provided to students about these services. In particular, concerning the mobility support services, that should play a central role in this programme.

Aspects that should be improved in order to obtain a positive report:

None

STANDARD 7: RESOURCES

7.1. Academic, administration and services staff

Guideline

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

Analysis of the documentary evidence provided

Academic staff is sufficient and adequate, according to number, qualifications, professional and international experience and category, to implement the joint programme. Likewise, services staff is adequate to implement the joint programme (Annex 10).

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None



Aspects that should be improved in order to obtain a positive report:

None

7.2. Facilities and material resources

Guideline

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

Analysis of the documentary evidence provided

The facilities and material resources provided by the consortium are sufficient and adequate for students to achieve the intended learning outcomes.

The online platform is being developed.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

- The online platform needs to be running before the programme starts.
- Some of the links available in the documentation offer information, but only in language of the partner. Before the programme starts, relevant documents should be available in English to all students.

Aspects that should be improved in order to obtain a positive report:

None

STANDARD 8: TRANSPARENCY AND DOCUMENTATION

Guideline

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc., should be well documented and published by taking into account specific needs of mobile students.

Analysis of the documentary evidence provided

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc., will be published on the website.

The available public information is sufficient, adequate and accessible to students in the Students Handbook.



Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

◦It is recommended to provide more information to students concerning the appropriate entry profile for this Master’s degree.

Aspects that should be improved in order to obtain a positive report:

None

STANDARD 9: QUALITY ASSURANCE

Guideline

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG2015.

Analysis of the documentary evidence provided

The cooperating institutions apply joint internal quality assurance processes in accordance with part one of the ESG2015.

Internal quality assurance processes are applied in the programme to ensure its adequate implementation and continuous improvement, as well as the procedures established to engage stakeholders and measure their degree of satisfaction, the outcomes analysis, and the establishment and implementation of improvement plans.

Assessment

Achieved	Partially Achieved	Not Achieved
X		

Recommendations:

None

Aspects that should be improved in order to obtain a positive report:

None



CONCLUSION AND EVALUATION PROPOSAL

11.1. Recommendations Summary

STANDARD 1: ELIGIBILITY

1.1. Status

- According to the information provided during the visit, the degree will be awarded jointly by the five partner universities and the diploma will be issued by Universidad de Cádiz. However, the information included in the SER was unclear. It is recommended a revision of the information to be published about the diploma. It is important for students to know whether the degree belongs to the higher education system of their respective countries or not, and when this will be the case. This should be stated explicitly. If a recognition process is required in each country, this should be mentioned, as well as the period of time required for the full recognition of the degree in each country
- It is recommended to clearly define student engagement in student representative boards for each institution

1.2. Joint Design and Delivery

N/A

1.3. Cooperation Agreement

N/A

STANDARD 2: LEARNING OUTCOMES

2.1. Level

- The learning outcomes and contents of some courses should be improved to make sure that these learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA).
- It is recommended that the learning outcomes from some courses be revised. The learning outcomes should guarantee that students should become specialists in the field of Port Management and Logistics. As such, they should gain enough knowledge and the problem-solving skills required to be able to lead different teams in the companies, provide strategic plans, present and implement procedures to optimize different logistics processes, among others.

2.2. Disciplinary field

- It is recommended to review the disciplinary fields of study. We mention here an example, but a thorough revision should be carried out:
According to its contents the course Introduction to MIPMAL seems incorrectly categorized under Applied Economics. This should be justified or the course should be classified in a more appropriate field of study.

2.3. Achievement



N/A.

2.4. Regulated Professions

N/A.

STANDARD 3: STUDY PROGRAMME

3.1. Curriculum

- It is recommended to inform students of the estimated cost of the required mobility in this program and ways to finance it.
- It is recommended to specify the timing of each course more precisely, not only the semester in which it is taught. In particular, the introductory course should be placed before the other courses in the same semester.
- It is recommended to review the alignment of the course titles and contents. We mention here a few examples, but a thorough revision should be carried out:
- In the case of the course Operations and Service in Ports, the title does not accurately reflect the course content, which focuses on Business and Economics of Port Management.
- The title of the course Logistics Modelling suggests a focus on Operations Research, which is misleading since the content corresponds to Logistics Process Modelling.
- The title of the course Energy Transition is too broad for the content covered. A more specific title, such as Energy Transition in Ports, is recommended.
- The title, and perhaps the contents, of the course Supply Chain Management is too broad; the contents should be better aligned with the program's thematic area.
- In the course Port Governance, governance models from different EU countries should be analysed, not just the Spanish model.
- In the course Port Logistics, the assigned textbook (D. Simchi-Levi, Designing and Managing the Supply Chain, McGraw-Hill Education Europe, 2007) primarily focuses on supply chain management, which does not adequately support the course content. A more relevant text should be identified

3.2. Credits

N/A.

3.3. Workload

N/A.

STANDARD 4: ADMISSION AND RECOGNITION

4.1. Admission

- Students should get clear information on the type of knowledge and skills that they should have before entering the program, that is, the knowledge and skills that would be necessary for success in



the Master's degree. Therefore, the recommended entry profiles for the students should be well defined. It is necessary to justify that the introductory course ensures a common starting point for all students.

4.2. Recognition

N/A.

STANDARD 5: LEARNING, TEACHING AND ASSESSMENT

5.1. Learning and teaching

N/A.

5.2. Assessment of students

- Student Assessment Methods should be revised. Several courses rely solely on a single exam for student assessment, which may not be appropriate. Assessment methods for some courses (e.g. Port Logistics and Core Issues and Development of Maritime Shipping Law) lack clarity and should be reviewed to ensure transparency and appropriateness.

STANDARD 6: STUDENT SUPPORT

- The review panel recommends the coordination and centralization of the academic and professional orientation services available and, equally important, the information provided to students about these services. In particular, concerning the mobility support services, that should play a central role in this programme.

STANDARD 7: RESOURCES

7.1. Academic, administration and services staff

N/A.

7.2. Facilities and material resources

- The online platform needs to be running before the programme starts.
- Some of the links available in the documentation offer information, but only in language of the partner. Before the programme starts, relevant documents should be available in English to all students

STANDARD 8: TRANSPARENCY AND DOCUMENTATION

- It is recommended to provide more information to students concerning the appropriate entry profile for this Master's degree.

STANDARD 9: QUALITY ASSURANCE

N/A.

11.2. The Review Panel Assessment per Standard



STANDARD		ACHIEVED	PARTIALLY ACHIEVED	NOT ACHIEVED
STANDARD 1. ELIGIBILITY	Status	X		
	Joint Design and Delivery	X		
	Cooperation Agreement	X		
STANDARD 2. LEARNING OUTCOMES	Level	X		
	Disciplinary field		X	
	Achievement	X		
	Regulated Professions (if applicable)	not applicable		
STANDARD 3. STUDY PROGRAMME	Curriculum		X	
	Credits	X		
	Workload	X		
STANDARD 4. ADMISSION AND RECOGNITION	Admission		X	
	Recognition	X		
STANDARD 5. LEARNING, TEACHING AND ASSESSMENT	Learning and Teaching	X		
	Assessment of Students	X		
STANDARD 6. STUDENT SUPPORT		X		
STANDARD 7. RESOURCES	Academic, Administration and Services Staff	X		
	Facilities and material resources	X		
STANDARD 8. TRANSPARENCY AND DOCUMENTATION		X		
STANDARD 9. QUALITY ASSURANCE		X		

Final evaluation proposal: **FAVOURABLE.**

The panel proposes that a follow-up report shall be submitted to ACCUA by the end of the third year of implementation of the joint programme.



ANNEXES

REVIEW PANEL

David Camacho Fernández is Full Professor at the Technical University of Madrid (UPM) since 2020 and will be a Visiting Professor at Dalian Technical University, China, in 2025. I have taught at top Spanish institutions like UAM, UC3M, and UCM, and collaborated internationally with universities such as UC San Diego, Kent, and Lodz. My research focuses on machine learning, social network analysis, IoT security, and aerospace systems, leading to 300+ peer-reviewed publications and over €5M in research funding. Additionally, I founded and lead the AIDA research group, working on applied intelligence and data analysis. Beyond academia, I serve as Editor-in-Chief of Expert Systems and as an evaluator for international funding agencies.

Ana Paula Barbosa Póvoa is a Full Professor in Operations and Logistics at the Engineering and Management Department of Instituto Superior Técnico (IST), University of Lisbon. She holds a PhD from Imperial College of Science, Technology, and Medicine. Her research focuses on developing a deep and comprehensive understanding of complex problems in supply chains and operations management, supported by innovative engineering systems models and techniques. Her contributions have been recognized with numerous national and international awards, including twice being named the Best Researcher in Industrial Management at the University of Lisbon. Ana sits on the editorial boards of several prestigious journals, including the European Journal of Operational Research, the International Journal of Production Economics, TOP, and Operations Research Perspectives. She is also Vice President of EURO, the European Association of Operational Research Societies, and a founding member of the EURO Working Group on Sustainable Supply Chains, where she is part of the coordination team.

Tomislav Rožić PhD is serving as an Assistant Professor at the Faculty of Transport and Traffic Sciences, University of Zagreb, Department of Transport Logistics. His main research focus is on transport networks and goods flow with special focus on container transport, container terminal process optimization, hinterland connectivity and inland terminals. He is also conducting research in the field of intermodal transport and city logistics problems.

Matej Drobnič is currently student of 3rd cycle Doctoral Study Programme at Mechanical Engineering at University of Ljubljana (Slovenia). He has experience in QA evaluation as member of the pool of experts of NVAO, ENQA, IEP, ESU and the Slovenian Quality Assurance Agency for Higher Education.. He is also board member of the Mechanical Engineering Doctoral Students Society and member of the Student Council of the Faculty of Mechanical Engineering, University of Ljubljana. His research focus are hard coatings for machining using cryogenic cooling fluids.

María Paz Espinosa (PhD in Economics, Harvard University) is a Full Professor in Economics at the University of the Basque Country, former President of the Spanish Economic Association, and Academic Vicepresident of the Spanish Association for Energy Economics (AEEE). She works on Industrial Organization and Energy Economics, particularly on the introduction of renewable sources and the integration of electricity markets. She has published her academic work in The Quarterly Journal of Economics, Rand Journal of Economics, Economic Theory, Games and Economic Behavior, Energy Economics, Energy Policy, Economic Modelling, Journal of Regulatory Economics, International Journal of Industrial Organization, Energy Journal, Journal of Mathematical Psychology, Journal of Behavioral and Experimental Economics, Journal of International Economics, Physica A: Statistical Mechanics and its Applications, among others.



VISIT PROGRAMME

SITE VISIT AGENDA

Date: 10 of February 2025

1st session online site visit.

Time Duration Activity

09:00-09:30 30 minutes Internal meeting of the panel.

09:30-10:15 45 minutes Meeting with programme coordinators

10:15-10:30 15 minutes Internal meeting of the panel

10:30-11:15 45 minutes Meeting with teaching staff

11:15-11:30 15 minutes Internal meeting of the panel.

11:30-12:15 45 minutes Meeting with students.

12:15-12:30 15 minutes Internal meeting of the panel.

12:30-13:00 30 minutes Meeting with employers/external stakeholders

13:00-13:15 15 minutes Internal meeting of the panel. End of 1st session.

2nd session online site visit.

Time Duration Activity

16:00-16:15 15 minutes Internal meeting of the panel.

16:15-16:45 30 minutes Meeting with consortium coordinators

16:45-17:00 15 minutes Internal meeting of the panel.

17:00-17:30 30 minutes Meeting with students support services

17:30-17:45 15 minutes Internal meeting of the panel

17:45-18:15 30 minutes Meeting with quality assurance representatives

18:15-19:45 90 minutes Internal meeting of the panel.

19:45-20:15 30 minutes Final meeting visit conclusions. End of the visit.



LIST OF EVALUATED DOCUMENTARY EVIDENCE AND OTHER ADDITIONAL EVIDENCE

This section includes the list of evidences used in the evaluation:

0. Self-evaluation report
1. Documents supporting the legal status of the partner institutions
2. Cooperation Agreement
3. Documents supporting each partner's legal basis for: a. Participating in a joint programme b. (Joint) Degrees awarding rights, if applicable
4. List describing the intended learning outcomes, including: a. Matrix of alignment with the Qualifications Framework in the European Higher Education Area (QF-EHEA) in the Bologna Process. b. Matrix of alignment with applicable national qualifications framework
5. Course syllabi of all partners
6. Structure of the Curriculum / Study Plan
7. Application, Selection, and Admission Regulations
8. Procedure for qualifications recognition. SEA-EU Application form for academic recognition (template)
9. Students' assessment regulations
10. Academic staff CVs (all partners)
11. SEA-EU Internal Quality Assurance System (Handbook)
12. Joint Diploma & Diploma Supplement (sample) Additional Annexes
13. Related masters programmes offered by the SEA-EU partner universities
14. MIPMAL Glossary
15. Selection of Supporting Letters from SEA-EU Associated Partners
16. Port Authorities participating in the co-creation of MIPMAL
17. SEA-EU Handbook for Co-creation and Co-delivery of the Joint Master's Degree MIPMAL
18. SEA-EU MIPMAL Student's Handbook (outline)
19. Facilities provided by every MIPMAL partner university

THE PRESIDENCY'S SIGNATURE

CAMACHO
FERNANDEZ,
DAVID (FIRMA)

Firmado digitalmente
por CAMACHO
FERNANDEZ, DAVID
(FIRMA)
Fecha: 2025.03.07
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THE SECRETARY'S SIGNATURE

MARIA PAZ
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ALEJOS -
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