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OUTBOUND STUDENT EXCHANGE FROM SATAKUNTA
UNIVERSITY OF APPLIED SCIENCES, SCHOOL OF MARITIME
MANAGEMENT, RAUMA

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The purpose of this thesis was to promote outbound student exchange from Satakunta University of Applied Sciences, School of Maritime Management, Rauma (SAMK MeRa).

SAMK international student mobility requirements have not on several occasions been met at SAMK MeRa. There has also been a need to inform the students about the possibility to attend student exchange and to raise discussion on student exchange in general.

The problems to be solved were: how to inform students about the possibilities for student exchange, how to explain the benefits gained from student exchange to the students and how to make SAMK MeRa staff more actively involved in the international student mobility and exchange.

The inspiration for this thesis came from a student exchange semester spent at the Stord Haugesund University College, School of Nautical Science.

This thesis explains why students should attend student exchange. It also contains explicit instructions for exchange students how to apply and how to settle in to the new school environment at the HSH School of Nautical Science.

The DP education available at the HSH is extensively presented in this thesis due to the fact that it is one of the main reasons for the students from SAMK MeRa to attend student exchange at the HSH.

Results of this thesis indicate that the current state of international student mobility at SAMK MeRa has not been at the same level with the SAMK in average. The outbound student exchange from SAMK MeRa, however, is well arranged and works fine by itself.

ULOSPÄIN SUUNTAUTUVA OPISKELIJAVAIHTO SATAKUNNAN
AMMATTIKORKEAKOULUN RAUMAN MERENKULUN TOIMIPISTEESSÄ

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TIIVISTELMÄ

Tämä opinnäytetyö on tehty Satakunnan ammattikorkeakoulun Merenkulun Rauman toimipisteen (SAMK MeRa) ulospäin suuntautuvan opiskelijavaihdon edistämiseksi.

MeRa ei ole yltänyt Satakunnan ammattikorkeakoulun kansainvälisen opiskelijaliikkuvuuden tavoitteisiin. Tämän vuoksi oppilaita on informoitava opiskelijavaihdosta ja herätettävä yleistä keskustelua opiskelijavaihdosta ja sen tärkeydestä yleensä.

Ratkaistavana oli kolme ongelmaa: kuinka informoida opiskelijoita opiskelijavaihtomahdollisuuksista, kuinka perustella opiskelijavaihdon hyödyt opiskelijoille ja kuinka saada Merenkulun Rauman toimipisteen henkilökunta tiedostamaan opiskelijavaihdon ja kansainvälisen liikkuvuuden merkitys.

Ajatus tämän opinnäytetyön tekemiseen tuli Haugesund University College (HSH) School of Nautical Science:ssa vietetyn opiskelijavaihtolukukauden pohjalta.

Opinnäytetyössä selitetään miksi opiskelijoiden kannattaa lähteä opiskelijavaihtoon, sekä annetaan yksityiskohtaiset ohjeet, miten vaihtoon hakeudutaan ja miten vaihtokohteessa toimitaan.

HSH:ssa tarjottava DP koulutus on voimakkaasti esillä tässä työssä, sillä se on yksi painavimmista syistä SAMK MeRa:n opiskelijoille lähteä opiskelijavaihtoon HSH:n.

Opinnäytetyön tuloksena voidaan todeta, että kansainvälisen liikkuvuuden nykytila MeRa:ssa ei ole samalla tasolla SAMK:n keskiarvon kanssa, ja että ulospäin suuntautuva opiskelijavaihto SAMK MeRa:sta on hyvin järjestettyä ja toimivaa.

LIST OF ABBREVIATIONS AND CONCEPTS

Azimuth thruster

Ships propeller, which can be turned around its own vertical axle, in order to direct the thrust of the propeller in a given direction.

DP

Dynamic Positioning is a system, which is meant for keeping a ship in position by using only the ships own propulsion with the assistance of position reference systems and a specially built computer system.

DP Consequence Class

In the lowest consequence class, class 1 a single failure can cause a loss of position. Class two vessels are redundant so that no single failure in the equipment can cause a loss of position. The highest class, class 3 is redundant like class 2 but a class-3 vessel can also withstand fire or flooding in any single compartment of the vessel.

DPO

DP Operator is a person who is qualified to operate a DP system.

FPSO

Floating Production, Storage and Offloading is a production ship, which is permanently connected to a sub-sea oil well(s). The ship extracts the oil from the well(s), the oil is stored in the FPSO and finally the oil is offloaded to an oil tanker on weekly or monthly basis.

Heave compensation

This system compensates the heave (vertical movement) of a ship caused by waves, on a crane wire. Heave compensation allows an object connected to the crane to stay still in water despite the crane is moving up and down with the ship.

HSH

Høgskolen Stord/Haugesund, in English: Stord Haugesund University College.

Institute Of Chartered Shipbrokers (ICS)

ICS is an international professional body, which represents shipbrokers, shipping agents and ship managers. It offers courses related to shipping and the economical aspects of maritime business. (www.thisisics.co.uk 2007)

Junior DPO

The less experienced DPO on DP watch. When a vessel is dynamically positioned, there are two DPO's on watch. The other one usually has less experience than the other. Sometimes junior DPO's don't have the DP certificate.

KELA

Kansaneläkelaitos, in English: The Social Insurance Institution of Finland

Mate

A Deck officer onboard a ship. On most ships deck officers includes: mate(s), a chief mate and the master, also known as the captain.

Moodle

A Web-based platform for virtual studies. It is used by SAMK as well as other universities in Finland (www.moodle.fi 2007).

The Nautical Institute

"An international professional body for qualified seafarers". This organisation takes care of accreditation of DP operator and gives guidelines for the arrangement of DP courses. (www.nautinst.org 2007)

Offshore

In this thesis offshore indicates to the whole industry focused on extracting natural resources from seabed.

OOW

Officer Of the Watch, a deck officer who is in charge of the navigational watch onboard a ship.

Position reference system

A position reference system produces online position data onboard a ship. For example a GPS- receiver is a position reference system.

Rating

Ratings represent the lower ranks of professionals onboard a ship. For example ordinary- and able-bodied seamen are ratings.

ROV

Remote Operated Vehicle in this thesis refers to specially built robots for sub-sea use. ROVs are mainly unmanned miniature submarines, operated from a ship on the surface.

SAMK

Satakunnan ammattikorkeakoulu, in English: Satakunta University of Applied Sciences.

SAMK MeRa

Satakunnan ammattikorkeakoulu, Merenkulun Rauman Yksikkö, in English: Satakunta University of Applied Sciences, School of Maritime Management.

STCW 95

Standards for Training Certification and Watchkeeping 1995 is a convention on the training and certification of seafarers and rules for the watchkeeping onboard ships by the International Maritime Organisation which came into force in 1995.

WinhaWille

A web based system for recording student's grades, curriculum and courses accomplished.

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1. INTRODUCTION

This thesis is aimed to inform the maritime students at the SAMK MeRa on the student exchange program between the SAMK MeRa and the HSH School of Nautical Science, and to guide the prospective exchange students during the application process.

I spent the autumn semester 2006 in student exchange at the Stord/Haugesund University College and one month before that in a 30-day DP practice onboard the Normand Mermaid, a sub-sea construction vessel, which operated on the Norwegian Sea.

During this time I gathered personal experiences and information on the student exchange program between the SAMK and the HSH for writing this thesis.

According to chief inspector Tarmo Mykkänen (2007) from the Finnish Ministry of Education, in year 2006 2617 exchange students and 1310 students attending practical training abroad, from Finnish Universities and Universities of Applied Sciences, spent at least 3 months abroad attending student exchange or practical training.

The Ministry of Education has agreed with the Universities of Applied Sciences that by the year 2009 9000 students will attend student exchange or practical training abroad.

This number includes the Finnish exchange students and students attending international practice abroad. And the foreign exchange students studying or attending international practice at the Finnish Universities of Applied Sciences.

These students will spend at least 3 months in student exchange or attending practical training abroad. (Mykkänen 2007)

In the light of the statistics above and knowing that there has been only one student who has ever attended student exchange from the SAMK MeRa, there is a strong need

for promoting the student exchange program between the SAMK MeRa and the HSH School of Nautical Sciences.

2. REASONS FOR PROMOTING STUDENT EXCHANGE

The Declaration of Bologna aims at creating a common European higher education system by the year 2010. The purpose of this is to promote competitiveness of higher education within the European economical region. (www.minedu.fi 2007)

An important part of the Bologna Process is to increase the international mobility of students, teachers, researchers and other personnel of the European institutes of higher education (www.minedu.fi 2007).

2.1 Internationalisation at SAMK

The SAMK international strategy aims at developing education and research to meet the challenges of the globalisation. The internationalisation should be integrated to all actions taken in development and everyday functions. (SAMK International strategy 2006)

Student exchange at the SAMK promotes international mobility between the European institutes of higher education (www.samk.fi a.2007). The SAMK also encourages students to attend student exchange programs and practical training abroad (www.samk.fi b. 2007).

The amounts of exchange students and students who attended practical training, for at least a 3 month period, from- and at the SAMK, are found on the tables on the following page.

2005, practical trainees
abroad and exchange
students, over 3 months

Faculty	From SAMK	To SAMK
Business Tourism and Culture	75	68
Social Services and Health Care	11	19
Technology and Maritime Management	47	7
Total	133	94

2006, practical trainees
abroad and exchange
students, over 3 months

Faculty	From SAMK	To SAMK
Business Tourism and Culture	95	83
Social Services and Health Care	12	24
Technology and Maritime Management	38	12
Total	145	119

(International coordinator Härkki 2007)

In year 2005 12 of the outgoing students from the faculty of Technology and Maritime Management were maritime students attending practical training abroad from the SAMK MeRa (Härkki 2007).

The percentage of the students who attended practical training abroad or student exchange from and at the SAMK compared to the amount of entrant places were 9,4% in 2005 and 9,9% in 2006. (www.minedu.fi b. 2007)

The Target Agreement for years 2007-2009 between the SAMK, The City of PORI and the Ministry of Education states that the annual amount of students attending student exchange and practical training abroad from the SAMK compared to the amount of entrant places for youth students should be 15% of the amount of the entrant places. (Satakunnan Ammattikorkeakoulun, Porin Kaupungin ja Opetusministeriön välinen tavoitesopimus vuosille 2007-2009. 2006) This goal has not been achieved in years 2005 and 2006.

2.2 Internationalisation at SAMK MeRa

The internationalisation goal, set for students by the Target Agreement, at the SAMK MeRa has been achieved in year 2005 due to the 12 students attending practical training abroad during the year.

In 2006 there were 2 exchange students studying at the SAMK MeRa and one studying at the HSH from the SAMK MeRa. (Härkki 2007)

These figures indicate that there is student internationalisation in progress at the SAMK MeRa. The weak spot of this internationalisation is that there has been only one outbound exchange student from the SAMK MeRa during its history.

An interactive lecture was held in October 9th 2007 for the 2nd and the 3rd study year students at the SAMK MeRa (approx. 45 students) in order to inform the students on student exchange and to survey the level of knowledge of the students on this subject.

Only one of the students who participated the lecture knew about the possibility to attend student exchange from the SAMK MeRa. But seven of the students who attended the lecture got interested in student exchange.

The facts above indicate that there is interest in student exchange among the SAMK MeRa students and the information on the student exchange at the SAMK MeRa has been inadequate.

3. REASONS TO GO

All of the courses available worldwide can't be studied at one school. To get some specific education, like the DP advanced course in this case, one has to go abroad.

Nautical students will eventually work in a genuinely international trade. Attending student exchange gives good practice in working in English and with people with different cultural backgrounds.

A student can also gain motivation for his or her studies back home, after the student exchange period (Rounevaara 2006).

3.1 Why I became an exchange student?

I got interested in DP education during the DP basic course at the SAMK MeRa in February 2005. About a month after the basic DP course I got informed on a student exchange program with the HSH School of Nautical Sciences.

Attending the student exchange program would mean studying one semester in Haugesund, Norway and accomplishing both, the 30-day DP practice and the advanced DP course.

The DP advanced course is not available for students in Finland, nor is the 30-day DP practice, due to the lack of suitable vessels under Finnish flag.

One choice for a Finnish student, to get the DP education, is to attend student exchange in a school that offers the DP education.

I considered that the student exchange would improve my skills in English language and give me practice in working in English as well.

The lucrative well-paid job opportunities abroad, for certified DP operators, finally encouraged me to attend student exchange.

3.2 Benefits of student exchange

After the student exchange period at HSH the student will have experience in working in English, the complete DP education and some conception what is it like to work in a Norwegian offshore shipping company, this will greatly benefit the student in the job market.

Recruiters from REM Offshore, who visited SAMK MeRa in November 1st 2007, were impressed during my job interview when they found out that I had attended student exchange in Norway and that I had the complete DP education and some practice in working on a Norwegian vessel.

I also got employed five days after the student exchange semester due to the DP education and the positive impression, which the Marine Offshore Crewing Agency's recruiter had after finding out that I had spent a semester in student exchange and thus I probably would be capable to work in English.

Both examples above indicates that the student exchange and skills and education achieved during the exchange are valued in the job market

Nowadays when it is more common to have crews of mixed nationalities on board ships, it is good to know how to interact with people who represent different cultures and nationalities.

An exchange student will most probably meet other students, representing different cultural backgrounds on a daily basis. This will improve one's skills in dealing with people with different cultural backgrounds.

The course in Norwegian, offered by the HSH, combined with the daily interaction with Norwegians, gives an exchange student a basic knowledge of the language. This

is an advantage if one intends to work in a Norwegian shipping company in the future.

3.3 Possible hindrances for student exchange.

The requirement for the OOW certificate in this student exchange program might delay the student's participation in the student exchange.

A SAMK MeRa student will finish his or her education, required for the OOW certificate after the 3rd study year. The 3rd study year finishes in spring and the 4th study year will start in January. This arrangement leaves one gap semester, which is intended for gaining sea-practice.

This gap semester can also be used for student exchange at the HSH, provided that the student will have the OOW certificate prior to the student exchange and the DP-practice.

The problem of using the gap semester for the student exchange is that it is difficult to gain the required sea practice for the OOW certificate before the student exchange semester without having a whole gap year during the first three study years and having a gap year will postpone graduation.

This is a serious problem for those intending to graduate in 4,5 years, which is the total time that the master mariner's studies last at the SAMK MeRa.

Being away from home for a whole semester can also be difficult. A student might have a girl- or a boyfriend, a wife or a husband or even children. Student exchange will certainly affect these relationships.

4. COMPATIBILITY WITH OWN STUDIES AT SAMK

In order to get the maximal benefit from the student exchange semester it must be considered carefully which courses to attend. There are a lot of different courses available at the HSH. Unfortunately most of these courses will not replace any compulsory courses at the SAMK MeRa.

There is a minimum of 10 ECTS of optional courses and subjects that a student must have during the master mariner's studies at the SAMK MeRa. Student exchange is one way to accomplish those courses.

There is also a possibility to get the compulsory Maritime English, Loading Techniques and Maritime Meteorology and Oceanography courses, at least, partly accomplished during the exchange semester.

If a student wishes to attend some part of a compulsory course at the HSH and rest of it at the SAMK, it should be thoroughly planned with the teachers of the courses at the SAMK MeRa and the HSH. This arrangement could create some problems, but the option is worth exploring. (Educational director Koivisto 2007)

All of the courses offered by the HSH School of Nautical Science are compatible with the studies back at the SAMK MeRa.

4.1 When to go?

The autumn semester is most suitable for student exchange because the DP advanced courses are arranged during the autumn- and spring semesters at the HSH and most of the courses taught in English starts in autumn.

Students applying for the student exchange do not have to have the OOW certificate for attending the basic DP course at the SAMK MeRa. This arrangement will allow the student to use the gap semester, meant for gaining practice, between the 3rd and

the 4th study years for student exchange. If the planning is done and executed in this way, the student is able to graduate in 4,5 years.

The student must have the OOW certificate prior to the student exchange semester and the 30-day DP practice (Koivisto 2007).

It should be mentioned for comparison that there are not any requirements for the Norwegian students, concerning the OOW certificate in the DP education. They attend the DP basic course without the OOW certificate, then they work as cadets' onboard Norwegian DP vessels thus obtaining the 30-day practice and then during the following semester they attend the advanced DP course, again without the OOW certificate.

4.2 Courses @ HSH

School of Nautical Studies:

Autumn semester 2008

- *Loading Technique (5 cp)*
- *Maritime English (5 cp)*
- *Dynamic Positioning (5 cp)*
- *Maritime Meteorology and Oceanography (5 cp)*

School of Business:

Autumn semester 2008

- *Maritime Business and Markets (5 cp)*
- *Risk Management (5 cp)*
- *Cross Cultural Communication (10 cp)*
- *Web Development (10cp)*
- *Organizational behavior and learning
In a company (10 cp)*

Courses taught in English, Spring 2008

School of Nautical Studies:

- *Navigation Simulator I (5 cp)*
- *Loading Techniques * (5cp)*
- *Cross cultural communication (10 cp)*

School of Business

Spring 2008

- *International Marketing (10 cp)*

(www.hsh.no a. 2007)

This quote from the HSH website shows all the courses taught in English which might interest a prospective nautical exchange student. Further details about all of the courses mentioned above are found at web address:

http://www.hsh.no/english/courses_taught_in_english.htm.

The HSH also offers a basic course in Norwegian language for all exchange students.

Apart from the DP advanced course, the courses starts in mid-August and finish in mid-December.

Generally there are 4-6 hours of lectures in a week per course and quite a lot of homework.

It is not mandatory to attend lectures at the HSH, but attending the lectures makes studying a lot easier. However the students on the DP advanced course has to attend lectures every day during the course, this is due to the regulations set by The Nautical Institute.

One should keep in mind that some of the courses at the HSH are scheduled to cover two semesters. If the plan is to spend just one semester at the HSH it is recommended to choose only the courses, which ends in the same semester.

Below is a short description on some of the courses. I attended these courses and these descriptions are based on my experience.

4.2.1 Dynamic Positioning

At the HSH the Dynamic Positioning course includes both the basic- and advanced DP courses and the 30-day DP practice. An exchange student does not have to attend the basic DP course, if it has already been attended at the SAMK MeRa. The exchange student will be entitled to 5 ECTS credits for the DP studies at the HSH.

This course will most probably be the main interest of all exchange students from the SAMK MeRa attending student exchange at the HSH School of Nautical Sciences.

The course lasts for five days at the Haugesund Simulator Centre and consists mainly of simulator exercises.

4.2.2 Maritime Business and Markets

Maritime Business and Markets is a basic course in shipping industry and matters affecting it.

This course is partially too simple for nautical students due to the fact that it is also intended for business students and goes through some matters, which are self-evident for nautical students.

The highlight on this course is a day of lectures at the Institute of Chartered Shipbrokers (ICS) in London. This excursion is arranged by the students and it will be partly paid by the HSH. In our case the trip was also sponsored by local companies.

4.2.3 Risk Management

Risk Management is a general course on managing risks. Not just assessing, but also dealing with different threats and opportunities.

The scope of this course is large. The studies on the course covers different risks and risk management strategies ranging from financial- to safety prospects.

The course is largely about insurance and how insurance companies operate and what are they willing to insure. This is important information when dealing with maritime insurance and with company health, safety, environment and quality policies (HSEQ).

The course included one week of intensive lectures and the rest of the course was meant for writing a term paper on a given subject.

4.2.4 Cross Cultural Communication

The focus on the course is on differences between cultures and especially, why are there such differences.

This course is very useful for those who will work with crews of mixed nationalities.

The teacher on the course is an anthropologist and he has loads of examples of perfectly natural behaviour which is interpreted ridiculous, rude or offensive in different cultures and the explanations why is that so.

4.2.5 Web Development

By the end of the web development course students are able to create complete HTML pages and use Java Script to put forms and other interactive functions on the pages.

The course begins with the very basics of HTML language and one doesn't need any previous experience from computer programming to do perfectly well on this course.

4.2.6 Organizational Behavior And Learning In A Company

Organizational Behavior And Learning In A Company is a course about personnel management. It is about dealing with people and keeping spirits high at work.

The course gives good ideas how to improve working conditions and how to recognise stressed and overloaded persons at work and how to deal with them.

Rest of the course descriptions are found at web address:

http://www.hsh.no/english/courses_taught_in_english.htm

5. STORD HAUGESUND UNIVERSITY COLLEGE (HSH)

The HSH is a small University College with two campuses (sometimes referred as faculties), one in Haugesund and one in Stord.

A small University College offers a great deal of flexibility for students and staff. Information also passes more swiftly and efficiently in small organisations than in large ones.

5.1 Hard Facts

The HSH was founded at 1994 as a part of larger educational reform in Norway. It has close contacts with oil- and maritime industries. There are about 2400 students at the HSH and it has a staff of 230 people.

HSH offers following study programs:

- *General Teacher Education*
- *General teacher Education in Practical-Aesthetical Subjects*
- *Bachelor of Music*
- *Bachelor of Social and Development*
- *Bachelor of Preschool Education*
- *Bachelor of Nursing*
- *Bachelor of Business and Administration*
- *Bachelor of Maritime Studies*
- *Bachelor of Mechanical Engineering*
- *Bachelor of Fire Safety Engineering*
- *Bachelor of Health, Environment and Safety Engineering*
- *Master of ICT in Learning*

(www.hsh.no b. 2007)

Haugesund serves a region of approx. 160 000 inhabitants and the city itself has a population of approx. 30 000.

It is one of the most important maritime centres in Norway. And since mid-1990 it has become more and more important industrial centre, a large shipyard is located in town as well as gas and oil terminals. (www.hsh.no c. 2007)

Haugesund is located on the southwest coast of Norway and the climate is humid throughout the year. For an exchange student this means that proper rain clothing is needed in Haugesund.

See map in appendix 1 for the exact location of Haugesund.

The easiest way to get to Haugesund is by plane. The Haugesund International Airport is located 14km southwest from Haugesund and there is constant bus traffic between the airport and the city centre. (www.hsh.no c. 2007)

More information on getting to Haugesund at web address:

http://www.hsh.no/english/the_ects_information_package/incoming_students.htm.

In the academic year 2006 the autumn semester began the 21st of August the deadline for course enrolment was the 1st of October. Exam period was from the 26th of November to the 23rd of December. During this period there was not any lectures and most of the exams were before the 2nd week of December. (www.hsh.no b. 2007)

5.2 How is it like at HSH?

The premises at the HSH in Haugesund are quite new and modern. The classrooms are well equipped and there are plenty of computers with internet-access available at the Haugesund campus.

There is also a well-equipped library located at the Haugesund campus with all the books needed for studies.

The policy of signing up on courses and exams is strict at the HSH. If one doesn't enrol in time one can't go on with the course or can't take the exam. Enrolling is done via *StudWeb*, which is similar to the *WinhaWille* at the SAMK. All of the grades and exam results are also posted at StudWeb.

There is also a web based student portal service, similar to *Moodle* at the SAMK, built to ease the communication between teachers and students. For example most of the notes needed on the courses are available at this student portal service.

The grades from courses are A, B, C, D, E and F, A being the best and F meaning that the student has failed. On some courses the grades are simply Passed or Failed (www.hsh.no b. 2007)

There are some books without which a student can't manage on certain courses. When a student finds out which books are needed he or she can borrow the books from the HSH library. Other way to get the required books is to buy them from the school's bookshop.

Most of the teachers make special compendiums on the course material. The compendiums are only available at the HSH bookshop at a reasonable price. On some of the courses the course material consists entirely of the compendium. The price of the compendiums varies from 5-10€.

Lunch arrangements at the HSH are good but expensive. Schools cafeteria in Haugesund serves almost everything but it has high prices. Also the local students consider it to be expensive. Most of the Norwegian students bring their own lunch at school.

The exchange students are taken a good care of. The people involved in student exchange on the HSH side are genuinely interested in how the exchange students at the HSH are managing and how are they treated.

According to the HSH rules, all the students have to apply a permission to use a dictionary in exams given in a foreign language. This rule applies also on exchange students.

5.3 DP

The job prospects for DP-operators are quite different from what the shipping companies in Finland have to offer.

After obtaining the DP certificate, getting a job in the offshore sector will be relatively easy and will get easier by experience. The salaries, which the shipping companies or employment agencies offers for DP operators, are also higher than the equivalent in the regular merchant navy (Brit Ytrebø & Ingrid Lillebø 2007).

In other words, it is easy to get a well-paid job if one has the DP certificate.

Official information on the DP-operator training scheme by The Nautical Institute is available in appendix 2.

5.3.1 Experiences related to 30-day DP practice

The following sub-chapter is based on my own experience related to the DP practice. It is meant to give the reader an idea what the conditions can be like during the 30-day DP practice.

The practice I attended was arranged by the HSH. I joined the Normand Mermaid, a DP consequence class-3 sub-sea construction vessel. Flights and other travel expenses to- and from the ship, were paid by the shipping company Solstad Shipping.

I got on a plane at the Helsinki-Vantaa airport and flew to Stavanger via Oslo. In Stavanger I got in a helicopter, which took me to the Normand Mermaid. The trip did not take long but I had to leave some of my baggage in Stavanger because there was a weight limit of 10kg per bag in the helicopter and I did not have enough bags to spread the weight between several bags.

The Normand Mermaid was chartered to Agercy, which is an offshore engineering company and does maintenance and construction work on various oilfields worldwide. During my time onboard the Normand Mermaid, she operated on the Norwegian Sea on Statoil oilfields.

The vessel was involved in many interesting operations. Once we replaced an azimuth thruster on an FPSO while it was on location in the middle of Norwegian Sea.

The Normand Mermaid was built in the highest DP consequence class, being class 3, which means that the vessel can be partly on fire and have excessive leak and she will still keep the given position.

She had a large bridge and a small fireproof emergency bridge, two separate watertight engine rooms, four independent position reference systems and she was fitted with a Kongsberg DP system. The Normand Mermaid was more or less the perfect vessel for the DP practice.

Other equipment on board included a large heave compensated crane, a special tower for fitting modules on the seabed and two remotely operated vehicles (ROV) which did most of the underwater work.

More about the vessel found at web address: www.solstad.no, under the FLEET sub-page.

I was allowed to operate the DP console from the first day on. While at the DP console I was constantly under supervision by two experienced DP operators who took turns in watching and advising me.

During the first two weeks my daily routine was to work at the bridge for six hours and on the deck for six hours. Working on deck was educating, I was able to see how the cargo is stowed and secured while at sea and how the deck machinery is used during offshore operations.

After two weeks the chief officer went on vacation and we got the other chief officer onboard. For me this was a change for better, because I did not have to spend any time on deck and I was able to practice the DP for the whole twelve-hour watch. I did not sit by the console twelve hours straight, usually we had an arrangement that each of us three on watch spent one hour at the console and took two hours off, which meant surfing the internet or making chart corrections etc.

The crew onboard the Normand Mermaid consisted of Norwegian, Polish, British and South-African seamen. We even had a Chinese offshore engineer trainee onboard.

The ship had relatively large accommodation but still every cabin was occupied because of the numerous different specialists onboard. There was the ROV-team, different engineering teams, depending on the operation, the rigger team, the offshore manager and a client representative. These did not belong to the ships actual crew.

When I had been thirty days onboard the Normand Mermaid, the master signed and stamped my DP logbook, which meant that I could attend the DP advanced course.

On the same day I flew at the company's expense from Kristiansund to Haugesund via Oslo.

During my time onboard the Normand Mermaid I got full student Benefits from the KELA because the DP practice was a period of non-paid practical training abroad thus a part of my studies and a part of the student exchange program.

It is most likely that in the future the exchange students from the SAMK MeRa will spend their 30-day DP practice on some other ship and possibly in some other company. This is due to the fact that the HSH cooperates with several other shipping companies too and they must find a ship with a spare cabin for a month, which is not so simple as it sounds on these ships, which are crowded with specialists needed for the offshore operations.

5.3.2 Advanced DP course at HSH

The DP training consists of four parts: the basic DP course, 30-day sea practice, DP advanced course and six months of supervised DP training. This will lead to the full DP certificate, provided that the 30-day practice and the supervised DP training are done on DP consequence class 2 or 3 vessels. For more information see appendix 2. The supervised DP training usually means working as a junior DPO, thus it requires getting a job as a junior DPO.

The advanced DP course does not begin with the other courses in the beginning of the semester. Students will be informed on the exact starting date of the course during the semester.

The course takes five days. The first day is approximately seven hours long because all of the students on the course attended the same lectures during the first day.

The rest of the course is spent in simulator and the whole group is divided in two. Other half of the group attends exercises in the morning and the other half will have the same exercises during the afternoon.

There are four separate DP-simulators at the Hugesund Simulator Centre. This allows the training to be swift and efficient.

The first day of the course consists of lectures and the four remaining days consists of briefings, exercises and debriefings.

The course ends in a demonstration in the simulator, in which the student has to be able to operate the DP system according to the given task, and finally there will be a verbal questioning on the matters related to the DP system.

After accomplishing the DP advanced course the student will have his or her DP logbook signed and stamped by the head instructor of the course. And the student will be provided the DP advanced course diploma.

For more information on this subject see appendix 2

5.3.3 Employment Possibilities.

I was employed as a DPO by a German marine employment agency called: Marine Offshore Crewing Agency. The crewing agency forwarded me to Bourbon Offshore, which had a job for me in Angola, onboard a DP class-2 platform supply vessel.

According to the contract the job should have lasted for two months, but due to the lack of DP-operators and my willingness to prolong the contract I ended up working in Angola for six months straight.

Prior to my job at the Bourbon Offshore I didn't have any experience as a mate or a DPO.

I approved the job offer in mid-November and a week after that a Norwegian crewing agent called me and offered me a job on the North Sea, which I had to turn down.

In the 1st of November recruiters from REM-Offshore, a Norwegian offshore shipping company, visited the SAMK MeRa. They were seeking 300 new crewmembers on board their ships. The requirement for mates was OOW certificate and the basic DP course attended.

The salary offered for a second mate was over 4000€/ month with 1:1 vacations and four-week rotation. In other words the employee would spend four weeks on board and four weeks on vacation with full salary. (Brit Ytrebø & Ingrid Lillebø 2007)

The recruiters had already visited several nautical schools in the Nordic countries to find potential employees.

Examples above indicate that the situation in the job market for DP operators is positive. It could be said to be seller's market for the DP operators.

Generally known fact is that it is very hard for a young inexperienced mate to find a job in Finland because of the small quantity of vessels under Finnish flag. The job prospects will be better, at least outside of Finland, if one has some kind of a special education, like the DP courses or -certificate.

Plenty of people with whom I have been working with are suffering from the lack of jobs under Finnish flag. Many recently graduated master mariners have been working as ordinary- (O/S) or able-bodied seamen (A/B) on board Finnish ships despite they have had their OOW certificates for years.

6. EVERYDAY LIFE

This chapter will describe the everyday life of an exchange student at the HSH, some activities and living arrangements in Haugesund.

A good information package about the HSH and Haugesund is available at:

http://www.hsh.no/english/the_ects_information_package/incoming_studentes.htm

It is strongly recommended, for everybody who is interested in student exchange at the HSH, to see the website.

6.1 Housing arrangements

All of the exchange students arriving at the HSH in Haugesund are provided accommodation at the Vardatun Studentbolig, which is the HSH's local dormitory.

(www.hsh.no c. 2007)

Rooms at the Vardatun Studentbolig are equipped with a bed, sheets, towels, a desk, a chair and a bookshelf. Usually one apartment contains five rooms with one kitchen and three bathrooms. Accommodation for exchange students is also equipped with coffeepot, microwave oven, dishes and utensils. (www.hsh.no c. 2007)

There is a laundry room at the Vardatun Studentbolig, which is at the disposal of the residents (www.hsh.no d. 2007).

It takes about ten minutes to walk from the Vardatun Studentbolig to the Haugesund campus, which is located in the city centre.

An incoming exchange student does not have to make any reservations for accommodation. Everything is arranged on behalf of the HSH's international office. The only thing left for the student to do is to announce when he or she is about to arrive at the Haugesund airport.

An incoming exchange student will be met at the Haugesund bus terminal. A HSH representative, who usually is the HSH international coordinator located in Haugesund, will take the student to the accommodation from the bus terminal. The student will arrive at the terminal by a direct bus from the Haugesund airport.

The rent in the Vardatun Studentbolig varies from 250€ to 300€, electricity excluded. The rent depends on how many rooms the apartment has. Usually there are five rooms in one apartment, in this case the monthly rent would be 250€ per room. The rent is

relatively low by Norwegian standards and a free internet-access is included in the rent. (www.hsh.no d. 2007)

More information on the Vardatun Studentbolig available (in Norwegian) at web address: www.hsh.no/samskipnaden/bolig.htm.

6.2 Living in Haugesund

Haugesund is a small town of approx. 30 000 inhabitants (www.hsh.no c. 2007). In a town of this size everything is at hand. Public transportation is not needed for getting around in town. Everything is within small distance and the town is a regional centre so all services are available.

The town has a considerable maritime history. Many shipping companies, like Knutsen OAS, have their head office in Haugesund or in the surrounding area.

Haugesund is located on the west coast of Norway, which is one of the rainiest places on the planet. So it is highly recommended to pack a lot of waterproof clothing when going there. Otherwise the conditions are good.

Haugesund offers a lot of outdoor recreation areas and the nature is beautiful just outside of the town.

The vardatun Studentbolig is located close to a good terrain for light hiking and jogging. There is also a municipal indoor swimming pool and several gyms within a walking distance from the accommodation.

There are direct bus connections and domestic flights from Haugesund to all over Norway.

If one decides to travel Norway during the exchange semester it is reasonable to travel by plane because taking the bus is relatively expensive and it takes almost nine hours

to get to Oslo just for an example. Travelling by bus is slow because the Norwegian road network snakes around fjords and between high mountains.

Every student at the HSH, exchange students included, will be provided a student card on the very first day of the semester. With this card the student can get good discounts from various shops and services in Haugesund. With the student card discounts are also available on bus- and domestic flight fares. Explicit lists on these discounts are found (in Norwegian) at web address: www.hsh.no/samskipnaden/rabattavtaler.htm.

6.3 Student activities etc.

The semester begins with so called Fadderuken, which means one week of partying and getting to know other students, the town and the campus. Most of these parties and competitions are located at the student pub Stødden, which has considerably lower prices than other pubs and bars in town.

The Stødden is owned and ran by the HSH student organisation Studentsamfunnet, which organizes a lot of sport and other activities too, such as football team and diving club, just to mention some.

These activities are mainly free and every student can participate. More information about these activities is found (in Norwegian) at web address: <http://www.stodden.no/>

The Studentsamfunnet has a special organisation called Studentopplevelser, which arranges reasonably priced trips to interesting destinations.

I attended on trips to the Folgefonna glacier and to the Eikemo-island. They were hiking and camping trips. The trips were very interesting and well arranged.

These trips give exchange students a good opportunity to get to know some of the local students who are not necessarily on the same courses at school. The trips are great social occasions and the sites visited are well worth seeing.

During the semester there are a lot of theme parties at the Stødden and exchange students are warmly welcome.

During my time at the HSH the favourite activity among the exchange students was partying together. Almost every weekend we had some kind of a party in which almost every exchange student, and several local students attended.

We had a good time comparing our home countries and previous experiences. We came from very different countries and studied different trades. There were nursing-, maritime- and business students from Denmark, Finland, Italy Poland, Slovenia, Spain and Turkey.

7. FINANCIAL AND OTHER PRACTICAL ISSUES

There are some financial issues to be arranged when attending student exchange. This chapter explains how an exchange student can finance his or her stay at the HSH, what are the costs of living in Norway and what other issues should be taken into account when attending student exchange.

This chapter contains information on financial support available by the KELA and the SAMK for outgoing exchange students.

7.1 Grants by SAMK

The exchange program between the SAMK MeRa and the HSH is a part of the Erasmus program, which is EU-driven and promotes inter-European cooperation and mobility between institutes of higher education. (www.samk.fi c. 2007)

The most positive part of the Erasmus program, from an exchange student's point of view, is the Erasmus grant for exchange students.

The amounts for Erasmus grants for exchange students in this program are found in the following table.

Months	€
3	900
4	1000
5-7	1200
8-10	1500
11-12	1650

(Härkki 2007)

Time spent at the HSH during a single exchange semester is 5+1 months, due to the 30-day DP practice. So the total amount of the Erasmus grant will be 1200€.

The SAMK faculty of Technology and Maritime Management will also support the exchange students in this program by an additional grant of 150€/month for the exchange semester.

These grants will be applied with separate application forms, which the exchange student will receive from the SAMK MeRa international coordinator, after being approved as an exchange student by the SAMK and the HSH. (www.samk.fi d. 2007)

Both of these grants will be paid at student's bank account prior to his or her departure for the exchange.

The grants are not taxable income but they should be reported to the tax office in Finland because they are a part of student's annual income and they can affect the KELA student benefits. (Härkki 2007)

The total amount of these grants for an exchange semester at the HSH, including the DP practice, will add up to 2100€.

7.2 KELA

The KELA (The Social Insurance Institution of Finland) offers student benefits for Finnish students.

These benefits are available for all full-time students in post-comprehensive education lasting at least eight weeks. (www.kela.fi a. 2007) This means that the students of the Universities of Applied Sciences can have these benefits.

The benefits are also available for outgoing exchange students from the Universities of Applied Sciences, provided that the studies abroad will correspond with the studies in Finland. (www.kela.fi b. 2007)

The KELA's student benefits consist of a study grant, housing supplement of the study grant and government guarantee for a student loan (www.kela.fi c. 2007).

The amount of the study grant depends on student's age, whether the studies are second level- or higher education studies, marital status, whether the student has children etc. There is a table on the study grant and the facts affecting its amount, found in appendix 3.

Student's income effects on the period of time, which the study grant can be granted, table on the effects of income is found in appendix 4.

The housing supplement will be 210 €/month for exchange students irrespective of the real housing costs. Housing supplement can be reduced in some countries with low cost of living. Norway is not one of them.

Housing supplement is intended to cover expenses related directly to rent, electricity etc. (www.kela.fi d. 2007)

The government guarantee for a higher education student studying abroad is 440€/month (www.kela.fi d. 2007) and when studying in Finland it is 300€/month

(www.kela.fi e. 2007). This additional 140€ is the largest difference between the KELA's student benefits for studying abroad and for studying in Finland.

It is important to keep in mind that none of these KELA-benefits will be granted without applying for them.

Further information on this subject available at: www.kela.fi.

7.3 Cost of living

Norway is known as one of the most expensive countries in the world. Financial planning and avoiding expensive purchases will help an exchange student manage in a country with a high cost of living.

As seen in the table below food is generally 20-30% more expensive than in Finland.

12 eggs	2,5-3€	1/4kg coffee	1,5€
1 litre milk	1,5€	20 cigarettes	8-9€
bread	1-2,5€	bottle of beer (shop)	2-2,5€
1/2kg cheese	5€	1/2 litre beer at a pub	6-9€
1kg chicken	7€	1kg potatoes	1,5-2€
1kg fish	8-12€	dinner at a restaurant	12-35€
1/2kg minced beef	2,5-4€	ticket to the cinema	9€
1kg bananas	2€	ticket at a concert	23-30€

(www.hsh.no c. 2007)

The list above is very descriptive but most of these commodities can be found at lower cost. Still there are few things in Norway, which should be avoided: eating out, buying cigarettes, buying wines or spirits and making unnecessary purchases.

When a student enters the exchange program he or she will have experience how to finance one's student life.

The Exchange semester lasts only for five months, there is financial support available and the studies themselves are completely free. Thus the students, meeting the

requirements for attending this student exchange program, are perfectly capable of surviving the exchange semester in Haugesund without excessive financial trouble.

7.4 D-number

When opening a bank account in Norway one needs a valid travelling document like a passport or an official identity card, admitted by the police in the native country (Finland in this case), for identification and a Norwegian D-number (dummy number), which will work as a personal id-number in Norway when needed (www.norway.no 2007).

The D-number can be applied for in Haugesund, in the Haugaland Tax Assessment Office (Haugaland Likningskontor), which is located on Karmsudgata 192.

When applying for the D-number a valid travel document must be presented. (www.norway.no 2007)

In my case it took two weeks to get the D-number from the Haugaland Tax Assessment Office, so it is strongly recommended to apply for the D-number as soon as possible after the arrival in Haugesund.

The D-number is used as a personal id-number in Norway. There are several occasions where 11-digit social security number is required in Norway. The Finnish social security number has only 10 digits thus it will be invalid for identification in Norway, at least when entered into a computer. The D-number should be used on these occasions.

The D-number is completely free and the Tax Assessment Office will mail it to a given address in Norway. It must be applied personally it cannot be applied on the phone, by Email or mail.

8. WHO CAN APPLY AND HOW TO APPLY

This chapter is intended to clarify the application requirements and the application process itself for prospective exchange students in this particular exchange program.

8.1 Application requirements

All students attending the exchange program from the SAMK MeRa to the HSH School of Nautical Science should have attended the basic DP course prior to the student exchange semester. Assuming that one wishes to have the 30-day DP practice and the DP advanced course during the exchange semester.

At the SAMK MeRa the requirement for attending the basic DP course itself is to have the STCW 95 OOW certificate. However if a prospective exchange student will attend the basic DP course he or she will be pardoned from the requirement for the OOW certificate provided that the student is applying for the student exchange and he or she will have the OOW certificate prior to the student exchange semester. (Koivisto 2007)

The recommendation is that the student should have the Norwegian endorsement for his or her OOW certificate (Koivisto 2007) when attending the 30-day DP practice.

The endorsement can be applied for in the Norwegian embassy. The recommendation is to contact the embassy before visiting it. Contact information for the Norwegian Embassy in Helsinki is found at web address: <http://www.norja.fi/info/embassy.htm>.

Student's skills in English language must also be proven. This can be easily done by asking one's English teacher for a signed verification, which states that the student has adequate skills in English language, in written and in spoken, for studying in English.

8.2 Application process

The application process for student exchange is explained in following sub-chapters.

8.2.1 Announcing willingness to attend student exchange

The first step in the application process is to consult the educational director of the SAMK MeRa and the international coordinator in charge of student exchange at the SAMK MeRa.

Reason for this is to announce willingness to attend the exchange program and to start planning when it would be suitable to attend the program. At this point the international coordinator can also tell whether there are vacant positions for exchange students from the SAMK MeRa at the HSH, during the intended semester.

Contact information of the SAMK MeRa international coordinator is found at web address: www.samk.fi, under the student's services- (opiskelijapalvelut) and international coordinators (kv-koordinaattorit) sub-pages

For the academic year 2008-2009 the application time for student exchange at the SAMK is from late January to early February (Härkki 2007).

The international coordinator will give further details on application deadlines and other schedules.

8.2.2 Selecting courses for the exchange semester

Next step in the process is finding suitable courses for the exchange semester.

Because the exchange semester will last 5+1 months, with the DP practice included, there is a minimum of 30 (28,8) ECTS per semester on this exchange program, for getting all the grants and student benefits. This minimum quantity of 30 ECTS is due

to the KELA policy, which demands 4,8 ECTS for every month of student benefits granted (www.kela.fi f. 2007).

Descriptions of the courses, which I attended, are found in this thesis in chapter 3.2. And descriptions of the courses available in English for maritime students at the HSH, for the study year 2007-2008, are found at:

http://www.hsh.no/english/courses_taught_in_english.htm.

8.2.3 Paperwork

After finding an adequate amount of suitable courses to attend, the student will fill the student application form for outgoing exchange students, found in appendix 5.

The following documents must be enclosed with this application form: a transcript of records which describes the studies accomplished at SAMK, a letter of motivation on the reasons why the student wishes to attend the exchange program and a statement from the SAMK MeRa English teacher, which indicates that the student has adequate English skills, in written and in spoken, for studying in English. (www.samk.fi e. 2007)

After the SAMK has approved the student for the exchange program, the student will fill the Learning Agreement found in appendix 6. All of the courses, which the student will attend during the exchange semester, are listed in the Learning Agreement. (www.samk.fi e. 2007)

The Learning Agreement is extremely important for the student, because once the SAMK and the HSH have approved the learning agreement the student has to have the respective ECTS, from the courses attended at the HSH, approved at the SAMK and the HSH has to offer the courses for the exchange student. (Härkki, 2007)

The learning agreement needs to be approved by the SAMK MeRa educational director who will consider how the planned studies will fit in the student's curriculum (www.samk.fi e. 2007).

The application process has two stages. First the student applies for the exchange program at the SAMK. And when the SAMK approves the student, the application with its attachments and the learning agreement is sent to the HSH for its approval.

The student needs to be approved by both the SAMK and the HSH in order to attend the student exchange at the HSH. (www.samk.fi e. 2007)

8.2.4 Issues to be noticed

It is important to cooperate with the international coordinator through the whole application process and keep the international coordinator informed on any possible changes, which might affect the application process or intended student exchange. This is due to the fact that the international coordinator is a professional in the matters concerning student exchange and the student cannot be aware of all the matters influencing the application process.

It is highly recommended for everybody who is about to apply for the student exchange program to attend the SAMK information lectures on student exchange and internationalisation. And consulting the SAMK web pages on student exchange at web address: www.samk.fi under the following sub-pages: student's services (opiskelijapalvelut) and student- and practical trainee exchange (opiskelija- ja harjoittelijavaihto).

Attending one of these information lectures gives the prospective exchange student a chance to meet the international coordinator in person and hear the experiences of other students who have attended student exchange.

These lectures are held at least once a semester at Rauma, and the exact date and place will be announced at the SAMK MeRa website at: www.mr.samk.fi/alku/.

The web based virtual tutoring course Valtteri is available for prospective exchange students. Valtteri is a course worth of 2 ECTS and it includes information and tasks on internationalisation and student exchange. (www.samk.fi f. 2007)

More detailed information about Valtteri available at: www.samk.fi, under the following sub-pages: student's services (opiskelijapalvelut) and student- and practical trainee exchange (opiskelija- ja harjoittelijavaihto).

After the exchange period, the student should write a brief report about the student exchange. This report will be delivered to the international coordinator.

During the whole exchange period the student is signed on as a present student at SAMK, not absent despite the fact that the student isn't actually studying at SAMK at that moment.

When the student comes back from the exchange, he or she must present the diploma from the studies accomplished abroad to the educational director at his or her school, after this the student will fill an application form for getting the studies approved at the SAMK. Finally the educational director, or some other teacher in charge of this matter, will take care of registering the courses on WinhaWille. (Härkki 2007)

9. OTHER OPTIONS

This thesis has its focus on student exchange between the SAMK MeRa and the HSH School of Nautical Science.

Students who attended the interactive lecture in 09.10.2007 at the SAMK MeRa wanted to know whether there are other student exchange options available.

This chapter will briefly consider the other student exchange options for the SAMK MeRa students.

The SAMK MeRa has existing contracts for student exchange with the HSH, the Antwerp Maritime Academy in Belgium and the Mersin Merchant Marine Academy, in Mersin Turkey. (www.samk.fi g. 2007)

According to the SAMK MeRa educational director Heikki Koivisto, almost every maritime school in the world is willing to receive exchange students and attending student exchange in any of those would only be a matter of agreeing on mutual terms, but the best option so far is the HSH School of Nautical Science due to the existing contract, large variety of courses taught in English, the standards of education and the arrangements with the DP education at the HSH School of Nautical Science. (Koivisto 2007)

According to the international coordinator at the Antwerp Maritime Academy, Liesbeth De Bruyne, the courses at the Antwerp Maritime Academy are taught in French and in Dutch apart from following master's level courses: Analysis of Shipping Markets, Logistics & Transport Modelling, Port Management and Policy, Advanced Maritime Ecology, Advanced Maritime Technology & Safety. These courses are worth 3 ECTS each.

There are also two courses available at bachelor's level, which are Maritime English, and Introduction to Transport Economics. Both of these courses are worth 3ECTS.

The Antwerp Maritime Academy also offers intensive language courses in Dutch and in French languages. These courses are arranged in cooperation with the University of Antwerp. There is a possibility to get an extra grant for these EILC language courses, because the courses are a part of the Erasmus program. (Liesbeth De Bruyne 2007)

More about the schools, which the SAMK MeRa has student exchange contracts with, at their websites:

Stord Haugesund University College (HSH): www.hsh.no

Antwerp Maritime academy: www.hzs.be/

Mersin Merchant Marine Academy:
www.mersindenizticaret.edu.tr/en_newst.php

10 RESEARCH METHODS USED

This thesis is largely based on my own experience, gathered during the student exchange semester at the HSH School of Nautical Science, in the autumn of 2006.

Most of the information concerning student exchange on student's perspective cannot be studied from books or at lectures. Because of this, large part of the information used for making this thesis had to be gathered from field.

An interactive lecture on student exchange was held in 09.10.2007 at the SAMK MeRa in order to raise nautical student's interest in student exchange and also to gather information on the general level of knowledge on this subject among students. Approximately 45 second and third study year students participated this lecture.

During this lecture students were briefed about the student exchange for twenty minutes and then the students were allowed to ask questions on the subject for the next twenty minutes. This lecture affected strongly in the structure and content of this thesis.

Comments and questions made during the lecture were taken into account when deciding what information the students will need before making the decision of attending student exchange. And what information will be useful during the application process.

Many of the references used while making this thesis are web-based. This is simply because the information concerning student exchange and facts related to it are updated frequently.

The use of online sources in this thesis allows everyone, using this thesis as a guide for planning his or her own exchange semester, to find up-to-date information on the subject without excessive effort, even if the information found in this thesis would be expired as such.

The rest of the sources are based upon Email correspondence, conversations and other verbal presentations or lectures by specialists in their respective fields.

11 CONCLUSIONS

The student exchange between the SAMK MeRa and the HSH School of Nautical Sciences works without friction. The reason for the low numbers of outbound exchange students from the SAMK MeRa is due to the lack of knowledge on student exchange among students.

Possibility of- and reasons for attending student exchange are not known well enough among the students of SAMK MeRa.

This thesis gives adequate and well-focused information on student exchange for the SAMK MeRa students. It will also raise discussion about the current state of student exchange at the SAMK MeRa. This will increase the general level of knowledge on student exchange among the students and the staff of SAMK MeRa, which will promote outbound student exchange from the SAMK MeRa.

Other student exchange options from the SAMK MeRa require further study and development. Active outbound student exchange with just one school does not meet the guidelines set by the SAMK international strategy.

In order to meet the challenges of internationalisation the SAMK MeRa will have to put more effort in promoting international mobility of its own students.

Three existing contracts on student exchange, which the SAMK MeRa currently has with three foreign schools, are a sign of positive development in this field. There is still a long way to go for the SAMK MeRa to reach the prevailing average level of international student mobility at the SAMK, and the goals set in the Target Agreement for years 2007-2009 between the SAMK, The City of PORI and the Ministry of Education.

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APPENDIX 1 1(2)



(Available at: http://www.hsh.no/imgs/kart_regionen_english.htm)

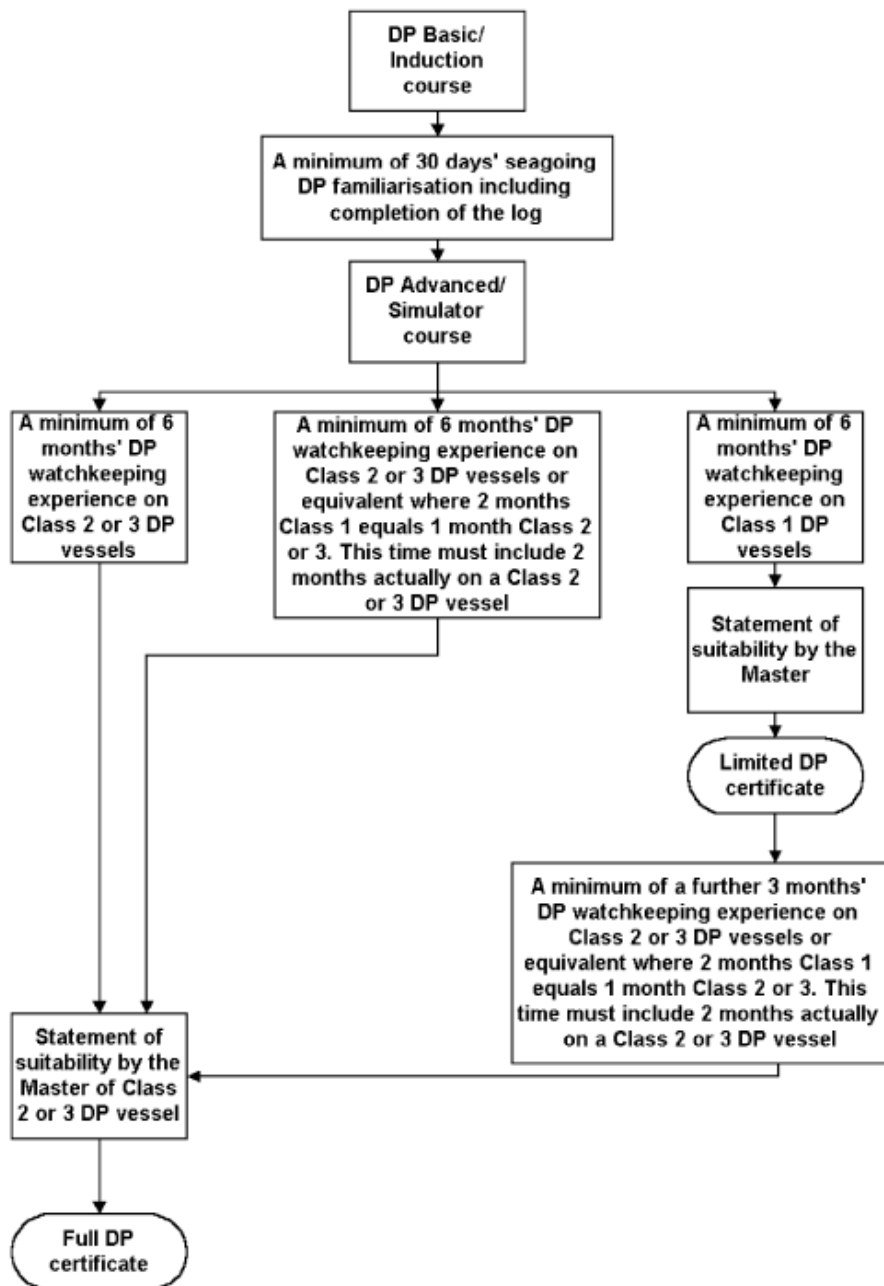
2(2)



(Available at:
http://www.supertravelnet.com/maps/index.php?country=229_5097_7&language=47)

APPENDIX 2

NI/DP/002



Version 1.4

08/04/03

(Available at: <http://www.nautinst.org/training/accred/dp%5Foperators.htm>)

APPENDIX 3

How much can you get financial aid?

Basic monthly rates of the **study grant** (euro, before taxes):

	Student	Secondary school	Higher education
1.	Is married has dependants	213.60	259.01
2.	Lives alone, aged 20 or over	213.60	259.01
3.	Lives alone, aged 18-19	213.60 ⁽³⁾	259.01
4.	Lives alone, aged under 18	84.09 ⁽²⁾	126.14 ⁽¹⁾
5.	Lives with his or her parent, aged 20 or over	63.91 ⁽¹⁾	105.96 ⁽¹⁾
6.	lives with his or her parent aged under 20	21.86 ⁽²⁾	38.68 ⁽¹⁾

Subject to parental income test (1) = may be increased
(2) = may be increased or decreased (3) = may be decreased.

(Available at:

<http://www.kela.fi/in/internet/english.nsf/NET/081001141316IL?openDocument>)

APPENDIX 4

Annual income model: the effect of income in study grant and housing supplement

Months with study grant	Allowed income/year
1	17 170
2	16 160
3	15 150
4	14 140
5	13 130
6	12 120

Months with study grant	Allowed income/year
7	11 110
8	10 100
9	9 090
10	8 080
11	7 070
12	6 060

(Available at:

<http://www.kela.fi/in/internet/suomi.nsf/NET/060601140029IL?openDocument>)

APPENDIX 5 1(3)

**KA05 version 1/07
SATAKUNTA UNIVERSITY OF APPLIED SCIENCES
STUDENT APPLICATION FORM**



Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

For the academic year 2007/2008

This application should be completed in BLACK in order to be easily copied and/or faxed.

PERIOD OF STUDY:

FIELD OF STUDY:

Photograph

SENDING INSTITUTION

Name and full address

Faculty coordinator - name, telephone and fax numbers, e-mail address

Institutional coordinator - name, telephone and fax numbers, e-mail address

STUDENT'S PERSONAL DATA

Family name:

First name(s):

Date of birth:

Student number:

Nationality:

Sex:

Current address:

Tel.:

Mob.:

E-mail:

Current address is valid until:

Permanent address (if different):.

2(3)

INSTITUTIONS FOR WHICH STUDENT APPLIES (in order of preference):

Institution	Country	Period of study (Autumn / Spring semester / Academic year)	Duration of stay (months)	N° of expected ECTS credits
1.				
2.				
3.				
4.				

LANGUAGE COMPETENCE

Mother tongue:

Language of instruction at home institution (if different):

Other languages	I am currently studying this language		I have sufficient knowledge to follow lectures		I would have sufficient knowledge to follow lectures if I had some extra preparation	
	yes	no	yes	no	yes	no
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK EXPERIENCE RELATED TO CURRENT STUDY (if relevant)

Type of work experience	Firm/organisation	Dates	Country

3(3)

PREVIOUS AND CURRENT STUDY

Degree for which you are currently studying:

Number of higher education study years prior to departure abroad:

Have you participated earlier in a student exchange? Yes No

If Yes, when? State also the institution and programme that you attended.

Have you enrolled as absent student during your study period at SAMK? If yes, state the reasons (e.g. serving in the Finnish defence forces, reasons of health or childbirth).

The attached transcript of records includes full details of previous and current higher education study. Details not known at the time of application will be provided at a later stage.

RECEIVING INSTITUTION

We hereby acknowledge receipt of the application, the proposed learning agreement and the applicant's transcript of records.

The above-mentioned student is

- provisionally accepted at our institution
- not accepted at our institution

Signature of Faculty/Departmental coordinator

Signature of Institutional/International coordinator

.....

.....

Date:

Date

ENCLOSURES

- Transcript of study records
- Statement of purpose (Briefly state the reasons why you wish to study abroad.)
- Language certificates (If you have not credits from SAMK language courses.)

(Available at: <http://www.samk.fi>)

APPENDIX 6 1(3)

KA04 version 1/07
SATAKUNTA UNIVERSITY OF APPLIED SCIENCES
ECTS - EUROPEAN CREDIT TRANSFER AND ACCUMULATION
SYSTEM, LEARNING AGREEMENT



ACADEMIC YEAR 2007/2008 - FIELD OF STUDY:

Name of student:
Sending institution:
Country:
Period of study: <input type="checkbox"/> Autumn semester 2007 <input type="checkbox"/> Academic year 2007/2008 <input type="checkbox"/> Spring semester 2008

DETAILS OF THE PROPOSED STUDY PROGRAMME ABROAD/LEARNING AGREEMENT

Receiving institution:
Country:

Course unit code (if any)	Course unit title (as indicated in the information package)	Number of ECTS credits

If necessary, continue the list on a separate sheet

Date
Student's signature

2(3)

SENDING INSTITUTION

We confirm that the proposed programme of study/learning agreement is approved.

Date:

Date:

Signature of Faculty coordinator/Head of programme

Signature of Institutional/International coordinator

RECEIVING INSTITUTION

We confirm that the proposed programme of study/learning agreement is approved.

Date:

Date:

Signature of Faculty/Departmental coordinator

Signature of Institutional/International coordinator

Name of student:

Sending institution:

Country:

Date:

3(3)

CHANGES TO ORIGINAL PROPOSED STUDY PROGRAMME/LEARNING AGREEMENT

(to be filled in ONLY if appropriate)

Course unit code (if any)	Course unit title (as indicated in the information package)	Deleted course unit	Added course unit	Number of ECTS credits
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

If necessary, continue this list on a separate sheet.

Student's signature Date:

SENDING INSTITUTION We confirm that the above-listed changes to the initially agreed programme of study/learning agreement are approved. Date: _____ Date: _____ Signature of Faculty coordinator/Head of programme Signature of Institutional/International coordinator

RECEIVING INSTITUTION We confirm that the above-listed changes to the initially agreed programme of study/learning agreement are approved. Date: _____ Date: _____ Signature of Faculty/Departmental coordinator Signature of Institutional/International coordinator
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(Available at: www.samk.fi)