



DanishShipping
Academy

Education Description 2025



DanishShipping

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Introduction and Purpose of Danish Shipping Education

Danish Shipping Education is a 2-year, industry-oriented education equipping trainees with fundamental knowledge within shipping.

Danish Shipping Education offers a general introduction to the shipping industry, with teacher teams having practical and or relevant and specialized knowledge and experience within the shipping industry and the course they teach. Danish Shipping Education furthermore enhances great opportunities for networking within shipping across the world. Trainees should be passionate about learning and challenging themselves both professionally and personally as Danish Shipping Education reflects the many cultures and nationalities the shipping industry work across.

Danish Shipping Education is offered as a private education by Danish Shipping Academy located in Danish Shipping. Danish Shipping Education has been offered as a trainee-education since 2012 with level approval since 2021. Renewal of level approval is done every 4th year according to the rules of The Danish Accreditation Institution. The level approval makes Danish Shipping Education comparable to educational offers in the Danish public sector at level 5, according to the Danish Qualifications Framework for Lifelong Learning and at European scale according to the European Qualifications Framework (EQF).

The education is developed by Danish Shipping Academy and oriented towards trainees employed in different types of trainee positions at shipping related companies, both nationally and globally. Each traineeship is defined by the specific shipping company employing the trainee and it shall be of the same duration of Danish Shipping Education.

The education structure encompasses a mix of scheduled teaching sessions with Danish Shipping Academy and traineeship at a shipping related company based in Denmark or abroad. Danish Shipping Education is designed for a lifelong investment in the trainee's education in shipping, introducing the trainees for a global industry, with multiple career variations and a solute first stepping stone into a professional business network.

The Education Description is revised in 2024/2025 and is effective as from September 1st 2025 by the name Education Description 2025 and Full Exam Guide 2025.

Duration of Danish Shipping Education

Danish Shipping Education is valued at the equivalent of 2 years of full-time studies, corresponding to 120 ECTS Points (European Credit Transfer System). ECTS point is a numerical description of the total workload, which the completion of the education has been valued at. All forms of educational activities, related to Danish Shipping Education, such as scheduled teaching sessions, self-studies, project work, completion of written assignments, exercises, networking, evaluations, as well as testing and other assessments, are included in the total workload. This workload also includes the practical aspects of the education, which is encompassed in the traineeship in individual companies.

Qualifications of Danish Shipping Education

Upon completion of the education, corresponding to 120 ECTS Points, trainees can call themselves a title dependent on the specifications of the traineeship defined by the shipping related company. The international qualification is an Academy Profession degree in Shipping (comparable to Short Cycle Education in the European Credit Transfer System).

Enrolment Requirements

Enrolment into Danish Shipping Education can only happen if the trainee prior to the traineeship has completed one of the following qualifications:

- 1. Completion of Danish Upper Secondary School.**
- 2. Relevant educational degree completed at minimum level 4.**

Upon request, Danish Shipping Academy is willing to evaluate potential applicants' competences if they do not fulfil above mentioned qualifications. After individual evaluation Danish Shipping Academy may accept/or may not accept competences referred to in the regulations regarding foundational education and further education for adults, depending on the competences corresponding to the enrolment qualifications.

Trainees can only be enrolled into Danish Shipping Education by the shipping related company with a contract signed between the trainee and the shipping related company. If the contract is annulled or terminated for other reasons, the trainee will no longer be enrolled in Danish Shipping Education and cannot continue the education unless a new trainee contract is established by the same or another shipping related company. When Danish Shipping Education receives information about the annulment or termination of a trainee contract, the trainee will no longer be considered enrolled in Danish Shipping Education by the termination date given by the shipping related company that the trainee is currently employed at.

If a trainee changes shipping related company before starting or during their Danish Shipping Education, both the old and the new shipping related company must immediately inform Danish Shipping Academy about this, and all expenses will be distributed among the shipping related companies by Danish Shipping Academy.

Registration

Prerequisites for registration at Danish Shipping Academy is:

- A contractual relationship of traineeship employment between the shipping related company and the trainee before the trainee can be signed up for Danish Shipping Education.

- The contract must be valid as from at least the first date of the start at Danish Shipping Education and last until at least the last day of enrolment in Danish Shipping Education.
- Shipping related companies are responsible for registering their own trainee(s) by a link offered by Danish Shipping Academy, and a trainee cannot sign up personally.

Please be aware of our registration deadline as this is set to ensure your trainee(s) the best enrolment at Danish Shipping Education and to accommodate all the practical matters Danish Shipping Academy handles. For more information about registration, please visit our website: www.danishshipping.dk

Language

All communication with Danish Shipping Academy and teacher teams, teaching sessions, examinations, curriculum, assignment formulations as well as submissions are all conducted in English throughout Danish Shipping Education. This requires the trainee to be confident and prepared in always communicating both orally and in written form in English.

Goals for Learning Objectives

The goals for learning objectives together with structure and contents of Danish Shipping Education apply to both theoretical (academical) and practical learning (traineeship in the shipping related companies). In Education Description 2025 they are separated into scheduled teaching sessions at Danish Shipping Academy and practical learning in traineeship (meaning at the workplace).

Danish Shipping Academy's Goals for Learning Objectives

Danish Shipping Academy's goals for learning objectives for Danish Shipping Education are accomplished by working with the learning objectives for the individual courses, as well as working with the learning objectives in practice.

Descriptions and learning objectives for the individual courses and their relation to practical learning in traineeship can be seen in the course descriptions from Appendix 1-7 and the overall goals for learning objectives related to Final Interdisciplinary Exam (FIE) in Appendix 8 in both Education Description 2025 and Full Exam Guide 2025. Exams for each course and Final Interdisciplinary Exam (FIE) are thoroughly described in Full Exam Guide 2025.

Danish Shipping Academy's goals for learning objectives for Danish Shipping Education are:

Knowledge

The trainees

- Must have knowledge about practice and application of methodology and theory in relation to the courses offered through teaching sessions at Danish Shipping Academy.

The trainee must relate the relevance of courses and their content to their occupational fields when working in a trainee position at a shipping related company.

- Must be able to understand practice and the centrally utilised theories and methods, as well as how to apply them when working in the maritime industry within the shipping related companies where the trainees are employed.
- Must have knowledge of the key stakeholders in the maritime industry, their occupational roles and how they operate and are connected.
- Must have knowledge of the key concepts and terminology relating to their occupational roles within the maritime industry which they use in their daily work practices.
- Must be able to understand the basic commercial, operational and regulatory frameworks in the shipping industry.
- Must have knowledge of the fundamental legislation within the maritime industry and its relationship to international trade, the shipping industry and their occupational roles.

Skills

The trainees

- Must be able to apply and combine central methods and tools relating to the maritime industry during daily work as a trainee and be able to utilise these in working processes in practice.
- Must be able to assess practice-based issues and adjust working procedures and processes based on this assessment within daily work scenarios.
- Must be able to communicate practice-based issues and potential solutions to internal and external colleagues, clients and collaborative partners.
- Must be able to identify issues and challenges in daily work tasks and apply concept, principles and procedures in order to resolve these issues.
- Must outline and examine emerging trends and technologies in interdisciplinary subjects and apply them in daily work tasks and identify potential opportunities with the company.

Competences

The trainees

- Must be able to participate in developmental working processes and/or interdisciplinary working processes in the company.
- Must be able to manage, plan and take responsibility for daily work tasks while doing so in collaboration with colleagues and with a professional approach.

- Must be able to attain new knowledge, skills, and competences relating to the maritime industry in structured contexts.
- Must take responsibility for learning at one's own place of employment and utilise theory from Danish Shipping Education's teaching sessions in practical work solutions and utilise the opportunity to have constructive dialogue with their mentor.
- Must be able to present and identify different options and different points of view when handling work tasks.

The Structure and Contents of Danish Shipping Education

Danish Shipping Education totals 120 ECTS Points structured between scheduled teaching sessions at Danish Shipping Academy and practical learning in employment as trainee at a shipping related company.

The educational workload is divided between scheduled classes at Danish Shipping Academy with 31 ECTS Points and practical learning in traineeship at the shipping companies with 89 ECTS Points.

All scheduled teaching sessions and other educational activities are mandatory parts of the trainee's enrolment in Danish Shipping Education. This means that a trainee is required to participate in all teaching sessions and other educational activities planned by Danish Shipping Academy.

Practical Learning in Traineeship

Practical learning in traineeship covers the practical aspects of Danish Shipping Education and is understood as the learning the trainee obtains while employed as a trainee at a shipping related company. Traineeship must span full 2 years of Danish Shipping Education.

Courses at Danish Shipping Education

Courses taught as classroom teaching sessions or excursions cover the theoretical part of the education and span the full 2 years of the education together with the practical learning in traineeship at the employed shipping related company. Classroom teaching sessions are concentrated as modules of approximately 6-days fulltime stays with Danish Shipping Academy. Practical learning in traineeship spans as fulltime work week when the trainee is not participating in modules or other educational activities related to Danish Shipping Education.

Danish Shipping Education consists of the following 6 courses:

Maritime Law: Legal Aspects of Shipping

Maritime Law equals a total of 30 ECTS Points, of which scheduled teaching sessions equal 8

ECTS Points and practical learning in traineeship equals 22 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Maritime Economics: The Global Impact on Maritime and Business Economics

Maritime Economics equals a total of 30 ECTS Points, of which scheduled teaching sessions equal 7 ECTS Points and practical learning in traineeship equals 23 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Ship Design: Constructions, Operations and Future Vessels

Ship Design equals a total of 25 ECTS Points, of which scheduled teaching sessions equal 8 ECTS Points and practical learning in traineeship equals 17 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Energy & Green Transition: Adapting Shipping to Climate- and Environmental Changes

Energy & Green Transition equals a total of 10 ECTS Points, of which scheduled teaching sessions equal 2 ECTS Points and practical learning in traineeship equals 8 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Geopolitics & Maritime Transport: Grasping Geopolitical Influences and Changes

Geopolitics & Maritime Transport equals a total of 10 ECTS Points, of which scheduled teaching sessions equal 2 ECTS Points and practical learning in traineeship equals 8 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Connecting Shipping Relations: Navigating in Multi-Cultural Shipping Settings

Connecting Shipping Relations equals a total of 15 ECTS Points, of which scheduled classes equal 4 ECTS Points and practical learning in traineeship equals 11 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Modules

Danish Shipping Education is a 2-year education for shipping trainees, consisting of 5 separate in-person modules of approximately 6 fulltime days stays. Modules consist of classroom teaching sessions and/or excursions in both Denmark and abroad. 4 out of 5 modules will be conducted in Denmark, and 1 module will be conducted abroad. Danish Shipping Academy expects the trainee to be present in-person fulltime for modules and for DSE-participating companies to plan the trainee's transportation according to the scheduled programs for each module as these are mandatory for the trainee to fully participate in.

Due to the courses' different sizes in terms of allocated ECTS Points, some courses have more classroom teaching sessions and excursions than other courses. Danish Shipping Academy will provide the trainee a program for each module prior to a module.

The Pedagogical Organisation of the Education

Network Opportunities

Throughout Danish Shipping Education, the trainee will have the opportunity to create a business network with other future colleagues in the shipping industry. Trainees will study alongside and represent a variety of trainee functions, shipping related companies, and countries from all over the world. The trainees represent different segments of the shipping industry which will create diversity in the classroom and for learning opportunities.

The network that trainees build during their education period will often support them throughout their careers in shipping. The worldwide and varied network is therefore invaluable and crucial to their opportunities in, and knowledge of, the shipping industry. The network can be a source of inspiration, new ideas, ways to develop problem solving and of client contact as well as being key to a successful start to their careers.

At Danish Shipping Education it is taken into consideration how trainees can build up their network. The networking opportunities are strengthened through organized teaching sessions, where group work and professional dialogue is prioritized, and through the study-free activities after teaching sessions. Danish Shipping Academy prioritizes diversity when facilitating both teaching related and social related activities and groups for trainees. Danish Shipping Education encourages trainees to include diversity in self-organized groups and activities to enhance own learning experiences and draw on benefits from other cultures and occupational parts of the shipping industry than the ones they themselves represent.

Both classroom teaching sessions, self-study, and practical learning in traineeship are considered as parts of the educational process. The learning methods are described but may vary in relation to the scheduling, planning and changes of teaching sessions. Learning methods may be affected by certain external conditions, impacting possibilities for physical presence, as well as varying opportunities during practical learning in traineeship.

Modes of Teaching and Working

Common for the scheduled teaching sessions with Danish Shipping Academy is that teaching is application-driven, which is mirrored in the relatively close interaction between the trainees' practical experiences from the shipping related companies and the theoretical content of the teaching sessions. Emphasis is placed on teacher teams having practical and or relevant and specialized knowledge and experience within the shipping industry and the course they teach, and that the trainees' experiences from the companies are utilised in the teaching sessions.

Development of professional and personal qualifications are integrated into teaching sessions; this means professionalism is primarily achieved through educational working methods, which develop and support personal qualifications, such as independence, initiative, critical analysis and decision making, creativity, innovation, and cooperative skills. The trainee is given opportunities to develop knowledge, skills, and competences in the interplay between practical, theoretical, and developmental understanding. However, it is crucial that the trainee takes responsibility for own learning processes and for contributing to the learning community within the teaching sessions and in traineeship in order to develop learning outcomes.

Teaching sessions consist of professional and technical discussions, sharing experiences, presentations from trainees, guest lecturers, project work, case studies, company visits and group work. The variation between the educational methods is meant to ensure that trainees have both personal and professional development, as well as providing trainees with the opportunity for professional immersion and to create links between theory and practice.

To support learning processes, and to assess the benefits of the teaching sessions, the trainee is required to read the literature noted in the different courses' teaching plans (syllabus) and complete cases and different types of assignments in and between teaching sessions. The volume of syllabus, cases and assignments are dependent on the size of the course (ECTS Points allocated each course). Cases and assignments are carried out in a way in which the work is preparatory in relation to the final exams. Danish Shipping Education includes flexible modes of working including virtual methods.

Emphasis is placed on the trainee's ability to address, assess, and apply technical information. These are skills which are fundamental to the achievement of new qualifications, as part of life-long learning and development.

Participation as an Educational Method

Trainees at Danish Shipping Education are responsible for participating actively in all coursework. This responsibility is a part of enrolment in Danish Shipping Education and as part of groupwork and joint learning. The responsibility is to participate proactively and to be engaged in-person at modules. It is mandatory to participate full-time in-person at all modules. It is a shared responsibility between Danish Shipping Academy, teacher teams from each course, the trainees and their Danish Shipping Education-participating companies that trainees experience courses as vibrant and developmental for all and coursework as an integral part of the networking opportunities of the education.

Learning Management System (LMS)

Throughout the education, trainees will have access to the Danish Shipping Education's educational learning platform called Learning Management System (LMS). Learning Management System (LMS) has an intuitive interface, which is easily navigated and adds value to the learning experience. Learning Management System (LMS) has a responsive design and can be accessed via laptops, iPad, and mobile devices.

Each trainee will receive their own personal login to Learning Management System (LMS) and login information can easily be changed by the trainee directly at Learning Management System (LMS).

Learning Management System (LMS) serves the purpose of providing trainees with easy access, anytime and anywhere, to provide an overview of syllabus for each course, exam plans and schedules for teaching sessions and excursions. Each trainee will have their very own calendar, which they will be able to use to plan their schedule. Exams will be conducted via Learning Management System (LMS) unless other information is given, and trainees will be informed about the exam results from Danish Shipping Academy or the relevant teacher teams via Learning Management System (LMS).

Learning Management System (LMS) is also a communication platform, facilitating easy channels of communication between trainees, teachers, and educational advisors at Danish Shipping Academy. The purpose of Learning Management System (LMS) is to keep trainees on track and engaged with messages, a calendar, and discussion forums. Trainees will be expected to access Learning Management System (LMS) on a regular basis to stay updated on new syllabus materials, notifications about courses, and other important information. This will continuously be updated and uploaded to Learning Management System (LMS). A trainee must primarily communicate via Learning Management System (LMS) to Danish Shipping Academy and teachers unless other contact information is given.

General Data Protection Regulation (GDPR)

Prior to starting at Danish Shipping Academy each trainee will be requested to sign a document called 'Declaration of Consent for Processing of Personal Data'. By signing, the trainee consents to Danish Shipping Academy sharing their exam results with the trainee's employer (the shipping related company also mentioned as a Danish Shipping Education-participating company), for example in cases where a re/examination must be arranged, and the associated re/exam fee is covered by the employer. All data will be handled in accordance with the current General Data Protection Regulation (GDPR). Each trainee can always contact Danish Shipping for insights and questions related to the GDPR rules and documents. See page 8 in Full Exam Guide 2025 for more information about Danish Shipping Academy's handling of GDPR.

Evaluation

The courses that form Danish Shipping Education are systematically evaluated, to ensure quality and development of its contents, as well as communication of its professional and technical aspects.

The evaluations are part of the ongoing internal work of development and quality assurance.

An evaluation of each course's teaching sessions takes place after both the individual modules and the final year of Danish Shipping Education. The evaluation of the final year will be part of the overall evaluation of the education.

Evaluations of the 6 courses and the Final Interdisciplinary Exam (FIE) are continuously discussed and reviewed with each of the teacher teams and with the network of Danish Shipping Education-participating companies (DSE ERFA). For level approval processes or other educational developments, Danish Shipping Education also evaluates with an established Working Group and Advisory Board.

Exams and Assessments

Exams

Following exam formats are valid for the different courses and the Final Interdisciplinary Exam (FIE) at Danish Shipping Education:

| Exam related to | Type of exam | Exam form | Assesment | Censorship |
|------------------------------------|----------------------------------|------------|-------------------|------------|
| Maritime Law | Multiple-choice + casebased test | Individual | Grading | Internal |
| Maritime Economics | Case + synopsis | Individual | Grading | Internal |
| Ship Design | Multiple-choice test | Individual | Passed/not passed | Internal |
| Energy & Green Transition | Multiple-choice test | Individual | Passed/not passed | Internal |
| Geopolitics & Maritime Transport | Self-written case + assignment | In groups | Passed/not passed | Internal |
| Connecting Shipping Relations | Self-written case + essay | Individual | Grading | Internal |
| Final Interdisciplinary Exam (FIE) | Assignment + oral examination | In groups | Grading | External |

The education is completed with the Final Interdisciplinary Exam (FIE) containing an assessment and oral examination based on the overall learning objectives for Danish Shipping Education. See Appendix 7 in Full Exam Guide 2025. The courses Maritime Law, Maritime Economics, and Ship Design constitute the foundation for the Final Interdisciplinary Exam (FIE-exam) carried out in groups.

The conditions for arranging and conducting the exams described in each course's exam descriptions as well as the exam description for Final Interdisciplinary Exam (FIE) are grounded in official set government orders such as:

- Ministry of Children and Education Ministerial Order no. 41 of 16 January 2014 on the tests and examination in basic vocational education.
- Danish Ministry of Education Ministerial Order no. 262 of 20 March 2007 on the Grading Scale and Other Forms of Assessment.

All exam assessments are individual, even though some exams are conducted in groups, and each trainee passing all exams will receive an official diploma on Graduation Day. If a trainee does not pass by the end of the total number of test trials available at the relevant exams, the trainee will not be able to participate in the Final Interdisciplinary Exam (FIE) as passing all exams is a prerequisite for participating in the Final Interdisciplinary Exam (FIE). The trainee not passing any of the available test trials will not be offered a diploma with all grades, but a participant certificate by the end of Danish Shipping Education at Graduation Day. The trainee cannot be granted the amount of 120 ECTS point from Danish Shipping Academy as this has not been achieved due to failed exam(s).

The rules in force regarding exams at Danish Shipping Education are explained thoroughly in Full Exam Guide 2025. Full Exam Guide 2025 lays out the rules for:

- General Data Protection Regulation (GDPR)
- Credit Transferred
- Disease or Other Special Circumstances
- Re-exams
- Consequences of Cheating
- Examples of Cheating
- Plagiarism
- Technical Issues
- Complaint Guide

Danish Shipping Academy will provide the trainee with both Education Description 2025 and Full Exam Guide 2025 prior to start at Danish Shipping Academy. Danish Shipping Academy expects the trainee to thoroughly read and keep updated on the rules in force prior to each exam and Danish Shipping Academy will continuously inform the trainee of the rules in force.

Foundation for Assessments

All exams have internal censorship except for Final Interdisciplinary Exam which is with external censorship. Some exams are assessed passed/not passed and other exams are assessed with a grade according to the Danish 7-point scale. The grading system in Denmark applies to all educational institutions. The 7-point scale allows the trainee to convert Danish grades to ECTS Points according to the EU's European Credit Transfer and Accumulation System. See Full Exam Guide 2025 for more information about the different exam's assessment.

| Danish Grade | Equivalent ECTS | Explanation of the grade | Description |
|--------------|-----------------|---------------------------------|---|
| 12 | A | For an excellent performance | For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses |
| 10 | B | For a very good performance | For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses |
| 7 | C | For a good performance | For a good performance displaying good command of the relevant material but also some weaknesses |
| 4 | D | For a fair performance | For a fair performance displaying some command of the relevant material but also some major weaknesses |
| 02 | E | For an adequate performance | For a performance meeting only the minimum requirements for acceptance |
| 00 | Fx | For an inadequate performance | For a performance which does not meet the minimum requirements for acceptance |
| -3 | F | For an unacceptable performance | For a performance which is unacceptable in all respects |

General Guidelines for Examinations

It is the trainee's responsibility to be aligned with rules in force regarding all exams at Danish Shipping Education. Danish Shipping Academy will in collaboration with each teacher team inform trainees prior to each exam. However, it is important for each trainee and Danish Shipping Education-participating companies to read Full Exam Guide 2025 and Education Description 2025 thoroughly to be aligned with the overall rules for all exams and potential re-exams and the learning objectives for each of the courses and the goals for learning objectives for Danish Shipping Education especially for the Final Interdisciplinary Exam (FIE).

For all types of exams during Danish Shipping Education rules in force are described thoroughly in Full Exam Guide 2025. In Full Exam Guide 2025 information is given on re-exams and how subjects as consequences and examples of cheating, plagiarism and technical issues can have severe consequences for the further outcome of enrolment into Danish Shipping Education. Full Exam Guide 2025 also explains the trainee's right to file a complaint.

Re-Exams

Danish Shipping Academy offers trainees to take between 1-3 test trials in total depending on each course's description of re-exam. A trainee must actively agree and sign up for each re-exam through Danish Shipping Academy's educational advisors. Each re-exam, for each trainee in each course, is combined with a re-exam fee that is paid by the trainee's employer; the Danish Shipping Education-participating company with which the trainee has a signed contract.

Danish Shipping Academy contacts the trainee's employer if a trainee fails an exam in order to offer and establish a re-exam in coordination with the relevant teacher team. Danish Shipping Academy sets up a re-exam as soon as the employer has agreed to pay for a re-exam.

Please pay close attention to the different re-exam setups described under the different appendices' headline Re-Exam and the different amounts of re-exam fee depending on the exam form. Please also be aware of the outlined requirements to the trainee from Danish Shipping Education described under the headline Disease or Other Special Circumstances (page 10) in case of sickness or other extraordinary circumstances.

For more information regarding re-exams, please see Full Exam Guide 2025 for thorough description hereof.

Cheating and Plagiarism

Cheating and plagiarism is defined with multiple examples in Full Exam Guide 2025 and defines that whether the trainee violated the rules accidentally or intentionally, it will have consequences for the trainee. Cheating is defined as engaging in activities that are not allowed according to the rules in force described both under each course in Education Description 2025 and in full in Full Exam Guide 2025. Cheating applies to all types of exams regardless of whether the exams are conducted individually or in groups.

All kinds of plagiarism are strictly forbidden and not accepted by Danish Shipping Academy. In case of plagiarism the trainee will be held accountable. Therefore, it is of critical importance that the trainee clearly differentiates between the trainee's original writing and quotation or paraphrasing of external sources (other trainees or authors). It is the trainee's responsibility to be familiar with the rules in force concerning plagiarism. All cases concerning plagiarism will lead to sanctions regardless of whether it was intentional or not. For more information regarding examples of cheating and plagiarism, please see Full Exam Guide 2025 for thorough description hereof.

Technical Issues

If a trainee experiences any technical issues during an active exam period, that impedes the trainee from submitting an exam within the deadline for the exam, it is mandatory that the trainee immediately contact Danish Shipping Academy and the teacher team of the relevant course by phone and in written form before the deadline for the exam has been reached (text messages are not valid as written form). For more information regarding technical issues, please see Full Exam Guide 2025 for thorough description hereof.

Complaint

If a trainee disagrees in the assessment of an exam the trainee has taken, the trainee has the right to send an official complaint submitted to Danish Shipping Academy no later than 1 week after the exam date (all days of the week counting). A group of trainees cannot file a joint com-

plaint, each trainee must file an individual complaint, and the complaint can only be related to the trainee filing the complaint. Complaints are treated in accordance with the applicable guidelines in the Exam Description. For more information regarding a complaint guide, please see Full Exam Guide 2025 for thorough description hereof.

Assessors at Exams

Danish Shipping Academy uses teachers from the individual courses' teacher teams as assessors for internal examinations. For external examinations the teacher teams are supplemented with external censors from the Danish Shipping Academy censor-corps. All censors have specialized experience within the scope of the course and connection to the shipping industry.

Examination Plan

Dates for exams are determined by Danish Shipping Academy and announced for trainees in the exam overview of exam dates.

The framework for each course's exam is described thoroughly in Full Exam Guide 2025.

Assessment of Learning Outcome during Traineeship

The Danish Shipping Education-participating company who employs the individual trainee is responsible for assessing the trainee's performance in practice during traineeship. Danish Shipping Academy recommends the basis for assessment of traineeship is passed/failed. The basis for assessment, described in Appendix 8: Learning Objectives for Practical Learning in Traineeship, is evaluated and assessed internally in the Danish Shipping Education-participating company by the individual trainee's mentor. See more information on the Learning Objectives for Practical Learning in Traineeship in Appendix 8 in Education Description 2025.

Guidance

Guidance counselling concerning the general conditions and planning of Danish Shipping Education is offered by Danish Shipping Academy's educational advisors.

Trainees can receive guidance counselling in relation to scheduled teaching sessions of the individual courses, as well as concerning the carrying out of tests by reaching out to Danish Shipping Academy's educational advisors.

Guidance is offered at certain exam types and more information on each course's exam conditions can be seen in Full Exam Guide 2025.

Mentor in the Danish Shipping Education-Participating Company

Practical learning in traineeship at the shipping related companies accounts for 89 ECTS Points. To ensure the trainee's opportunities to learn in practice during traineeship at the shipping related company, Danish Shipping Academy highly recommends Danish Shipping Education-participating companies to point out a mentor for each enrolled trainee from the beginning of the education.

A mentor is by Danish Shipping Academy:

- Considered responsible for following and guiding the trainee(s) in their practical learning processes during traineeship at the workplace.
- Considered responsible of building bridges for the trainee between the theoretical content the trainee is obtaining at Danish Shipping Education and the practical learning during traineeship at the shipping related company.
- Recommended to help the trainee to connect and translate both the goals for learning objectives of the Danish Shipping Education and the learning objectives for each course to developmental work processes. This can help the trainee(s) to structure learning potentials and learning outcomes. The companies are responsible for evaluating and assessing whether the trainee reaches the learning objectives of the traineeship.

Danish Shipping Academy will invite each mentor to be engaged in a network of other mentors all representing trainees from other Danish Shipping Education-participating companies. Danish Shipping Academy will host annual mentor network related activities for mentors to inspire the mentoring of trainees and to strengthen the connection and knowledge sharing between Danish Shipping Academy and the shipping related companies.

ERFA Network

When a trainee is signed up for enrolment into Danish Shipping Education a contact person for each trainee is required. This contact person will be invited to Danish Shipping Academy's ERFA network. Danish Shipping Academy annually invites all contact persons to participate in 2-4 annual ERFA network meetings or other types of events related to Danish Shipping Education. This could i.e. be an educational conference, workshops related to educational matters et cetera.

At ERFA network meetings Danish Shipping Education-participating companies are informed and invited to dialogue on educational matters, forthcoming modules and events and evaluations.

Danish Shipping Academy highly recommends Danish Shipping Education-participating companies to take part in ERFA network meetings and events as a part of developing Danish Shipping Education with Danish Shipping Academy to continuously accommodate the demands of competencies required in the shipping industry.

Appendix 1

Course Description

Maritime Law: Legal Aspects of Shipping

Course Purpose

This course provides trainees with an understanding of International Maritime Law and its relationship with international trade, shipping and the main areas of law of specific relevance in a modern ship owning company. Trainees are given the opportunity to develop legal knowledge with a practical legal mindset and insight into the fundamental principles of maritime and trade law with roots in English law. The course gives students in-depth understanding of contracts for international law of the sea, international trade, marine insurance and carriage of goods.

The purpose of the course is to enable students to have and apply a legal approach to practical issues within the maritime field, to solve disputes and argue points of view in their daily commercial transactions. The aim is to provide students with essential practical and theoretical legal knowledge through readings, case solving and exercises, enabling the students to be aware of the interests and concerns of their own and other parties when representing the company and providing practical solutions using this knowledge. The knowledge of maritime law that the students have acquired throughout the course is, inter alia, to be used as a tool in the management of risk when the students are to participate in the negotiation of commercial and/or shipping contracts in their daily work.

ECTS Points

Maritime Law equals 30 ECTS Points, of which scheduled teaching sessions equal 8 ECTS Points and practical learning in traineeship equals 22 ECTS Points. The course includes teaching sessions and potential excursions at Danish Shipping Education, as well as obtained learning objectives from traineeship in the company.

Learning Objectives

After completing the course, trainees shall be able to:

Knowledge

- Understand and be familiar with the main regulatory and contractual concepts within the shipping industry and the mitigation of risks in the shipping industry.
- Have knowledge concerning regulation, including international conventions and national legislation within the maritime industry and the most commonly used contracts within the shipping industry. This includes advantages and disadvantages of contractual terms in various transactional and regulatory matters.

- Understand and be aware of the theory and methods relating to international maritime law, principles of English law, maritime contracts and maritime commercial transactions.
- Understand and have knowledge of the overall dispute resolution and the mechanisms hereof, including arbitration and mediation procedures.
- Be acquainted with marine insurers', including P&I Clubs and their legal representatives, role in maritime transactions and disputes, including the process of marine insurance and maritime liens.

Skills

- Critically analyse legal issues by examining maritime law rules and relevant international regulation as a perspective and in relation to daily work processes.
- Identify, communicate and discuss cause, problems, dilemmas and solutions of maritime law cases in a comprehensive and professional manner that is applicable to daily work processes.
- Prepare and construct legal arguments that can be applied in practical situations, and lead to possible alternative solutions.

Competences

- Explain and clarify the contents of maritime law contracts and legal frameworks and apply and adjust daily work processes accordingly.
- Communicate and present the main sources of international maritime law and the regulations applicable to the maritime sector and the most commonly standard used contracts in the maritime sector and explain their role for the parties involved.
- Identify, explain, discuss and solve issues of law applicable to maritime issues and related case studies with the teachers, supervisors, legal counsel and P&I.
- Present arguments and apply adequate methods and solutions for disputes and dispute resolutions in an overall legally correct high-level way.
- Identify, analyse and develop legal arguments in interdisciplinary work processes.

Course Content

During the course, trainees will develop the ability to see the practical effects and make comparative analyses of different sets of regulations within the complex field of maritime law and be able to apply the knowledge in their professional work regarding the following topics:

Scope and Context of Maritime Law

- Overview of contracts and other legal matters in international shipping.
- The international bodies involved with the maritime standard-setting process United Nations (UN) and International Maritime Organization (IMO).
- Basic principles of contract and tort law (English law).
- Law of Agency.

Maritime Contracts in International Trade – Applicable Instruments and Standard Contracts

- The sale contract and its interaction with contracts of affreightment.
- The formation of the charter, “subjects”, terms and governing law.
- The following contracts/charter types will be covered in terms of their function, key legal features and ramifications:
 - o Carriage of goods by sea
 - o Voyage chartering/Contracts of affreightment (COAs)
 - o Time chartering/Bareboat chartering
 - o Bills of Lading
 - o Cargo claims
- Standardized documentation fundamentals, including BIMCO standard contracts.
- Overview of applicable regulations and conventions.
- Sale & purchase of ships, newbuildings and ship finance.
- Outsourcing, including management agreements.
- Pool agreements, joint ventures and other cooperation agreements.
- Fuel supply contracts and legal aspects of bunker procurement for shipping.
- Decarbonization regulation and the impact thereof on e.g. charter parties, contracts for the sale and purchase of ships and management agreements.

Maritime Disputes and Casualties

- Enforcement of maritime claims & maritime liens.
- The challenges in marine insurance law relating to the interests of the parties involved.
- Arbitration, mediation and litigation.
- The liability of the vessel, marine insurance and casualty.
- The role of environmental legislation in promoting more sustainable practices.
- Legal compliance.

Teaching Methods

The course will primarily consist of classroom teaching and potential excursions combining lectures, discussions, group work and presentations in which the trainee will be expected to proactively participate in all the activities and assignments.

Examination in Maritime Law

Maritime Law exam will be conducted as a written exam comprising both multiple-choice questions and case-based questions conducted by each trainee individually. Maritime Law will also be included in the Final Interdisciplinary Exam (FIE) as one of the three main courses the FIE written project will involve around.

Re-examination may be conducted as an oral examination. For more information on exam and re-exam, please see Full Exam Guide 2025.

Appendix 2

Course Description

Maritime Economics:

The Global Impact on Maritime and Business Economics

Course purpose

The course facilitates the understanding of the relevance of trade in the global shipping market and the relationship between world economy, seaborne trade and shipping. The trainees will also identify the drivers of demand and supply in the main shipping commodity markets: dry bulk, container and tanker. Trainees will learn to work with generic economic models and theories applied in shipping. They will work with estimations and financial forecasting within real-life scenarios. With the digitalization of the shipping industry follows a variety of implications including new business models, new regulations and welfare implications for seafarers, which the trainees will learn to navigate. The focus of this course will encourage the trainees to use methods, knowledge and transferable skills related to economics and management of shipping and risk management in their daily workflows.

ECTS Points

Maritime Economics equals 30 ECTS Points, of which scheduled teaching sessions equal 7 ECTS Points and practical learning in traineeship equals 23 ECTS Points. The course includes teaching sessions and potential excursions at Danish Shipping Education, as well as obtained learning objectives from traineeship in the company.

Learning Objectives

After completing the course, trainees shall be able to:

Knowledge

- Understand the relationship between global economy, maritime transport and political factors.
- Understand the relationship between supply and demand theory and freight rates in the main segments of shipping markets.
- Have an insight into the relationship between risk management theory, corporate strategies and firm performance.
- Be acquainted with the digitalization of the maritime sector including connectivity of stakeholders in the ecosystem.

- Have an insight into the role of innovation and entrepreneurship in the development of maritime business models.
- Have a fundamental understanding of the relevant social science methodologies including being able to reflect critically on theories, sources and academical material.

Skills

- Explain the economic logic and institutional structure of the main segments of the shipping market.
- For shipping commodities, major dry bulk cargos, major wet bulk cargos and major container cargos, identify and discuss the origin, factors affecting supply and demand and the impact on the world fleet and be able to explain to collaborative partners.
- Analyse global supply chains of production, transport, and distribution.
- Analyse and explain how risk management can support and enhance shipping strategies and firm performance.
- Present and explain the role of digitalization in the development of sustainable maritime strategies and effective organizational structures.
- Define and explain how innovation and entrepreneurship lead to the evolution of business models in the maritime sector.

Competences

- Identify and examine the complexity of the shipping market including interdisciplinary aspects, i.e. economics, sustainability and geopolitics and explain recent developments and future tendencies which can be applied to work processes.
- Identify and assess maritime economics factors which determine business model opportunities in international shipping and apply it to daily work practices.
- Enable fundamental understanding of academic methods applicable to analyses in further education.

Course Content

During the course following topics will be covered:

Overview of Maritime Trade and Maritime Economics

- Maritime trade in a historical context.
- Relationship between world economy and seaborne trade.
- World merchant fleet, structure and composition.
- Supply and demand theory and its impact on freight rates.
- Segment specific supply and demand drivers and cycles.
- Economic mechanisms and competition drivers.

Business models and regulations in international shipping

- Business model innovation in international shipping.
- Institutional characteristics – global, regional, national and local levels.
- Future tendencies in maritime business models.
- Value creation and value capture in international shipping.

Risk management/freight market and FFAs

- Key elements of working with market forecasting:
 - o Market research.
 - o Financial instruments, freight derivatives.
 - o Political factors affecting seaborne trade.
 - o Structural changes in the maritime industry.
 - o Working with scenarios.

Digitalization and strategy in international shipping

- Introduction to the business application of new maritime digital technologies including IoT, blockchain, AI and big data.

- Economic aspects of digitalization including Shifts in Costs.
- Four dimensions of maritime digitalization:
 - o Sea-shore integration
 - o Company costumer integration
 - o Public-private integration
 - o Past-present integration

Entrepreneurship innovation & start-ups

- Entrepreneurship concepts including Schumpeter's theory on creative destruction.
- Venture capital and start-ups in international shipping.
- Institutional challenges to innovation in international shipping.

Teaching Methods

The course will primarily consist of classroom teaching and potential excursions combining lectures, discussions, group work and presentations in which the trainee will be expected to proactively participate in all the activities and assignments. Trainees will learn from a teacher team who have both built a career putting economic theories into practice and have a comprehensive knowledge of understanding and analysing shipping's relationship to global trade.

Examination in Maritime Economics

Maritime Economics will be conducted as a partly written and partly oral exam comprising both a written synopsis and a short oral exam with questions from the teacher team regarding syllabus and the synopsis. Both the synopsis and the oral exam will be conducted individually by each trainee. The questions for the oral exam will not be available for the trainee before the oral examination which takes 15 minutes including evaluation and grading.

Maritime Economics will also be included in the Final Interdisciplinary Exam (FIE) as one of the three main courses the FIE written project will involve around. For more information on exam and re-exam, please see Full Exam Guide 2025.

Appendix 3

Course Description

Ship Design: Constructions, Operations and Future Vessels

Course Purpose

This course provides a foundation in ships and shipping. The modules cover a range of subjects from shipping as a business entity, ship operations and management to the technology of various types of ship. The aim of the course is to provide trainees working in the shipping industry with the necessary knowledge of ship technology and maritime regulations to interact effectively with the ships they operate.

Innovative ship designs e.g. greener technology are typical responses from customers' needs or responses to changes in world politics, competitiveness and hence commercial success depends on the fine balance between investment and operational costs and innovative technology.

The course will highlight the key functions in ship management and the roles and responsibilities in each area from commercial, operational to technical and administration, decision making and scenarios that trainees can relate to in their daily work. This course will enable students to be adaptive to the needs of employers and respond appropriately to emerging issues in a dynamic industry.

ECTS Points

Ship Design equals 25 ECTS, of which scheduled teaching sessions equal 8 ECTS Points and practical learning in traineeship equals 17 ECTS Points. The course includes teaching sessions and potential excursions at Danish Shipping Education, as well as obtained learning objectives from traineeship in the company.

Learning Objectives

At the conclusion of this course the trainee shall be able to:

Knowledge

- Understand key players off- and onshore and have knowledge of the main practitioners in the shipping industry.
- Understand the basis machinery used onboard vessels, as well as how it is managed to ensure optimal performance.
- Have insight into system design and performance analysis.

- Be well acquainted with the technical aspects of ships and the different types of technology onboard.
- Understand the principal role and function of ship management whether as part of a ship owning company or as an independent management company.
- Knowledge of environmental rules and regulations governing the shipping industry; SOLAS, MARPOL, STCW and ISPS.
- Understand the concepts of ship registration and its flag state.
- Understand the world's oceans and the processes within it.

Skills

- Discuss the differences between the different roles of the practitioner and their stakeholders. The work tasks etc. to effectively navigate within shipping companies when communicating with other stakeholders; authorities and private entities.
- Be able to explain the terminology of ship technology to peers and collaboration partners.
- Identify and explain ship technology by blueprints and drawings, descriptions and dimensions.
- Explain and conduct possible solutions for various types of vessels' capacity to perform their operations.
- Compare and contrast key performance indicators for different ship types and potentially identify where efficiency improvements could be made.

Competences

- Develop their capacity for continuing professional development by familiarizing themselves with greener and innovative technology and ship management scenarios, which enable trainees to utilise their knowledge and skills to adjust workflows and work processes accordingly.
- Trainees will be expected to increase and apply their knowledge of maritime regulatory framework related to operations, classification etc. serving the shipping industry by accessing their websites and explaining their aims and objectives and reasons for existence.
- Identify environmental problems and dilemmas, assess scenarios and be able to ask the right questions to parties involved and suggest solutions to improve work processes.

Course Content

The course will be conducted on the principle that the ship and operator must coexist as a team in order to secure optimal performance. When working on the course topics below, focus will be on how the decisions of the operator and the crew contribute to the successful outcome of the voyage:

Key Players – Ships, Practitioners and Maritime Industry

- Key roles and relationships.
- The differences between Principals; Shipowners, charterers and shippers.
- Intermediaries; brokers, bunker suppliers, port agents, ship managers and sub-suppliers.

The Shipping Business Entity

- Shipping company composition and departmental responsibilities.
- Shipowners, operators and managers.
- Shipboard organisation and shore interaction.

Ship Registration and Classification

- The role of the flag state, national flag, nationality of vessel and open registers.
- Class society and understand the role and function of classification societies.
- Port state control, flag state control and authority control.

Ship Types

- Basics of ship design and construction and the suitability of specific ship types for different cargoes and trades; tankers, dry bulk carriers, container ships, RORO and MPV, oil tankers and offshore vessels.
- Factors contributing to a ship's port and cargo suitability including ship limitation, safety performance, equipment, ship propulsion, maneuvering capabilities, cargo capacity / suitability, customer requirements, fuel consumption and speed.

Maritime Geography

- Maritime geography, major trade routes and international trade, Oceanography; oceans of the world and the seas of which they are comprised.
- Meteorology; the effects of tides, currents, climate and weather and route optimization.

Green Technology and Environmental Management

- Environmental protection and shipowner environmental profile.
- How ship technology can improve energy efficiency by way of green technology and better optimization of existing technology.
- How improving the design of vessels can contribute to reduction of their specific fuel consumption.

Teaching Methods

The course will primarily consist of classroom teaching and potential excursions combining lectures, discussions, group work and presentations in which the trainee will be expected to proactively participate in all the activities and assignments. Trainees will learn from a teacher team with industry experts who have both built a career acquiring knowledge about how the appropriateness of ships for transport needs, their economy and operability are vital factors of competitiveness in global markets.

Examination in Ship Design

Exam in Ship Design will be conducted as a multiple-choice test by each trainee individually. Ship Design will also be included in the Final Interdisciplinary Exam (FIE) as one of the three main courses the FIE written project will involve around.

Re-examination will be the same setup as for 1. test trial but differs in content. For more information on re-exam, please see Full Exam Guide 2025.

Appendix 4

Course Description

Energy & Green Transition: Adapting Shipping to Climate- and Environmental Changes

Course Purpose

This course provides a comprehensive understanding of global warming and environmental challenges, emphasizing the shipping industry's role in both contributing to and addressing these issues through the ongoing green transition. It explores a wide range of climate- and environmental topics, including international regulations and agreements, and their implications for ship chartering, management, and operations.

With a strong focus on the impacts of global warming, trainees will examine environmental changes occurring both above and below sea level, and how these developments influence the strategic and operational decisions of shipping companies. The course also addresses key environmental concerns such as air and marine pollution—covering issues like plastics, SOx, NOx, biodiversity loss, and invasive species.

By highlighting current practices and future opportunities, this course aims to raise awareness and foster critical thinking about sustainable operations in shipping, at both regulatory and practical levels.

ECTS Points

Energy & Green Transition equals a total of 10 ECTS Points, of which scheduled teaching sessions equal 2 ECTS Points and practical learning in traineeship equals 8 ECTS Points. The course includes teaching sessions and potential excursions at Danish Shipping Education, as well as obtained learning objectives from traineeship in the company.

Learning Objectives

After completing the course, trainees shall be able to:

Knowledge

- Have a fundamental understanding of climate and environmental challenges happening around the globe related to the shipping industry and its impact on the future possibilities within shipping.
- Understand how climate challenges affect the environment at sea both at sea level and below.

- Understand how climate and environmental challenges are affected by shipping and how shipping companies play an important role in bringing down negative effects from daily chartering and operations with i.e. fuels, scrubber water etc.
- Be well acquainted with and able to identify key international maritime organisations and their way of developing the shipping industry.
- Understand the regulatory framework that key international maritime organisations set out and how this affects daily operations in different shipping companies.

Skills

- Identify current climatic and environmental problems related to shipping.
- Outline and examine the environmental problems related to port activities and highlight methods to limit the negative impacts.
- Identify international maritime key players, explain what their scope of work is, communicate how relations among these are intertwined and relate to daily tasks within shipping.
- Be able to explain the terminology of different technical terms used in regulatory framework concerning both daily shipping operations and chartering and on a political level.

Competences

- Identify and communicate possible solutions for enhancing a greener transition for shipping and how this may affect daily operations and chartering in interdisciplinary contexts.
- Communicate climate and environmental challenges, regulatory recommendations and possible solutions related to daily work tasks accustomed to internal and external partners.
- Develop a capacity for continuing the trainee's own professional development by familiarizing oneself with greener and innovative technology.

Course Content

During the course the following topics will be covered:

Green Transition

Climate and Environmental Challenges

- Global warming - what is happening and what are the consequences now and in the future?

- Environmental issues such as pollution of air and seas, e.g. plastic, SO_x, NO_x, biodiversity, invasive species etc. affect shipping – how can we look at it and change it now and in the future?

Climate

Regulations and Agreements

- The Paris agreement – the overarching ambition and the GHG protocol.
- IMO strategy and regulations, e.g. EEDI, EEXI, CII, Global Fuel Standard and financial mechanism, LCA of fuel.
- EU regulations, e.g. FF55, ETS, Fuel EU Maritime, REDII.

Fuels for Ships

- Traditional bunker fuel e.g. HFO, VLSFO, ULSFO, MGO, LNG etc.
 - Safety, energy density, availability, maturity, GHG intensity, slip, density and energy content, CHA/OPS etc.
- Newer fuel types, e.g. methanol, ammonia, hydrogen, electric and Wind Assisted Propulsion Systems (WAPS)
 - Safety, energy density, availability, maturity, GHG intensity, slip, density and energy content, CHA/OPS etc.

Financial Implications for Chartering Ships

- How to deal with planning taking ETS into consideration
- How to deal with planning taking, FuelEU Maritime and the pooling of ships into consideration
- How to deal with planning taking IMO regulation into consideration, e.g. CII, GSF, LCA
- How to consider long term time charter agreements in the period of implementation.

Implications for Vessel Operations

- Traditional fuels
 - o Sourcing of fuel
 - o Fuel standards
- Biofuels
 - o Various feedstocks
 - o Sourcing
 - o Understanding of sustainability requirements
- Sourcing of the new fuels
 - o Consideration regarding sphere of action
 - o Limitations regarding bunker operations – could be offshore
 - o Documentation/certification of fuels
 - o Shore power
- Reporting to EU MRV and IMO DCS

Environment Regulations

- IMO regulations, e.g. MARPOL (oil, waste, chemicals, emissions, sewage) Biofouling Management Guidelines, Ballast Water Management Convention, Underwater Radiated Noise (URN) Guidelines and Hong Kong Convention.
 - o EU regulations in general mirrors IMO regulations but can be more stringent e.g. Ship Recycling Regulation, Waste Shipment Regulation etc.

Upcoming Regulations

- Biofouling Management
- The biodiversity challenge IMO and potential future guidelines

Implications for Ships

- MARPOL regulations and other conventions and guidelines which in some cases will delay operations e.g.
 - o Ballast Water Treatment System
 - o Water cleaning of the hull and propeller
 - o Deviation in routes
 - o Delays and increased fuel costs

Implications for Chartering and Operations of Vessels

- How to deal with possible limitations on the ship due to problems with systems onboard.
- Also how to deal with possible limitations on the ship due to problems with systems onboard.
- How to deal with planning taking, e.g. URN restricted areas and requirements for hull cleaning into consideration.

Ways to Meet Climate Targets

Improving Energy Efficiency and Environmental Management

- Technical improvements of ship designs and on the ships, e.g. waste heat recovery, optimizing pumps and ventilation, new bulbous bows, new propellers, derating of engines etc.
- Voyage optimization, reducing waiting time and reduced speed, weather routing, use of AI etc.
- Close monitoring of performance by the ship and operations.
- Install WAPS.

Change to Fuels with Lower Carbon Footprint

- Use drop-in fuels (biofuels or synthetic diesel).
- Convert existing ships to new fuel types is possible but expensive.
- Build new ships to operate on for instance methanol, ammonia or hydrogen (even nuclear).
- The cost of the new fuels will be a very large challenge and IMO regulation is necessary to drive the change – i.e. a penalty for emitting GHG.

Compliance

Protection of the ship owner's image

- Why many operators are going above strictly compliance with the regulations.
- Voluntarily reporting schemes.
- ESG reporting.
- EU Taxonomy.
- Vetting systems, TMSA, RightShip etc.

Teaching Methods

The course will primarily consist of classroom teaching and potential excursions combining lectures, discussions, group work and presentations in which the trainee will be expected to proactively participate in all the activities and assignments.

Examination in Energy & Green Transition

Exam in Energy & Green Transition will be conducted as a multiple-choice test by each trainee individually.

Re-examination will be the same setup as for 1. test trial but differs in content. For more information on re-exam, please see Full Exam Guide 2025.

Appendix 5

Course Description

Geopolitics & Maritime Transport: Grasping Geopolitical Influences and Changes

Course Purpose

The purpose of this course is to provide trainees with a comprehensive understanding of the geopolitical forces shaping maritime transport.

This course will elevate trainees' perspectives, offering them a "helicopter view" that allows for a broader analysis of how maritime transport and the shipping market are closely connected to geopolitical factors such as regional conflicts, sanctions and trade wars. These factors continuously influence daily operations within maritime transport. Therefore, the course is designed to help trainees develop the analytical, strategic, and policy-oriented skills necessary to navigate the complexities of global shipping, trade, and security.

The focus of the course is to enhance trainees' ability to analyse and understand the various factors that influence maritime decision-making, and to adapt to the ever-evolving changes in the global landscape.

ECTS Points

Geopolitics & Maritime Transport equals a total of 10 ECTS Points, of which scheduled teaching sessions equal 2 ECTS Points and practical learning in traineeship equals 8 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Learning Objectives

After completing the course, trainees shall be able to:

Knowledge

- Understand the key economic factors and non-economic factors affecting global shipping in how maritime transport is planned, executed and radically changed due to different scenarios, e.g. regional conflicts, sanctions and trade wars.
- Understand how sanctions affect maritime transportation on an operational and market development level.
- Understand how geopolitical conflicts, strategic alliances and power shifts influence global shipping routes, maritime trade networks and maritime security.

- Understand the correlation of global economic developments with the development of the maritime economy and how this modifies all daily shipping operations.
- Perceive the great challenge of the energy transition of shipping and the sustainability of individual alternative energy sources of propulsion.

Skills

- Identify and analyse the effects of individual political and geopolitical risks on global shipping both from a historical view, current scenarios and possible future scenarios.
- Be able to explain and assess the significance of risks to shipping arising from important strategic sea passages and global sea lanes.
- Assess and argument the risks and opportunities associated with global shipping lanes and chokepoints.
- Analyse the geopolitical strategies of major maritime powers and their economic implications.

Competences

- Ability to analyse global power dynamics and how they shape maritime trade routes and communicate internally and externally the effects this may have on daily and future shipping operations.
- Evaluate the geopolitical implications of regional conflicts, sanctions and trade wars and illustrate how these can affect daily shipping operations in both positive and negative ways on daily basis.
- Acknowledge and analyse the effects of international financial crises, trade competitions and crises in energy markets on maritime transport and propose possible solutions for how this can be integrated as ways of rethinking daily shipping operations.

Course Content

This course is designed to provide a comprehensive understanding of the relationship between geopolitics and maritime transport, covering key themes such as global trade routes, security challenges, and economic policies when working with the following course topics:

Introduction to Geopolitics and Maritime Transport:

- Definition and significance of geopolitics in maritime trade.

- Historical evolution of global shipping routes and maritime trade networks.
- The role of maritime transport in the global economy.

Global Maritime Trade and Strategic Chokepoints

- Analysis of the most critical maritime chokepoints, including:
 - Suez Canal (Middle East & Europe trade gateway).
 - Strait of Hormuz (Energy transport and global oil markets).
 - Panama Canal (Trade between the Atlantic and Pacific).
 - South China Sea (Disputed waters and its global economic significance).
- The impact of geopolitical tensions on maritime trade flows.

Maritime Security and Naval Power

- The role of naval forces in securing trade routes.
- Piracy, terrorism, and illicit trade: threats to global shipping.
- Maritime alliances and their role in maintaining security (e.g., NATO, ASEAN).

Geopolitics of Global Supply Chains

- The strategic role of shipping in global supply chains.
- Trade policies, sanctions, and embargoes affecting maritime transport.
- The influence of major economies (China, USA, EU) on global shipping.
- The impact of access to alternative fuels on the shipping industry, e.g. global hydrogen production and the question of resilience.

Teaching Methods

The course will primarily consist of classroom teaching and potential excursions combining lectures, discussions, group work and presentations in which the trainee will be expected to proactively participate in all the activities and assignments.

Examination in Geopolitics & Maritime Transport

Exam in Geopolitics & Maritime Transport will be conducted as a written exam in groups of 3-5 trainees.

Re-examination will be the same setup as for 1. test trial but differs in content. For more information on re-exam, please see Full Exam Guide 2025.

Appendix 6

Course Description

Connecting Shipping Relations: Navigating in Multi-Cultural Shipping Settings

Course Purpose

This course covers an in-depth introduction to cultural intelligence and cultural differences to be aware of in shipping. Through a lens of cultural awareness, this course covers interdisciplinary subjects such as negotiation techniques, presentation, feedback communication and dealing with conflicts. This course will equip trainees with key competences required to achieve results in the global shipping world. These are competences trainees are required to apply daily when collaborating with multi-cultural business partners and across interdisciplinary contexts. This course will give trainees a better insight into intercultural issues and will allow them to approach daily situations with better understanding and more confidence.

The course will focus on what it requires for trainees to make effective and constructive collaboration across borders to avoid misunderstandings and leverage the power of cultural diversity. This will be considered in the context of building trust in face-to-face and virtual cooperation, learning to create “win-win” situations and understanding what culture is and the importance of acknowledging and working with it. The course will provide trainees with a set of tangible tools and cases to reduce misunderstandings and conflicts when interacting in their daily work life.

ECTS Points

Connecting Shipping Relations equals a total of 15 ECTS Points, of which scheduled teaching sessions equal 4 ECTS Points and practical learning in traineeship equals 11 ECTS Points. The course includes classroom teaching sessions and potential excursions with Danish Shipping Education, as well as related practical learning as traineeship in the companies.

Learning Objectives

After completing the course, trainees shall be able to:

Knowledge

- Understand how cultures vary across the globe and how cultural preferences among others influence:
 - o Leadership styles
 - o How relations are built
 - o Communication styles
 - o Conflict management

- o Feedback-style
- o Decision-making
- o Presentation techniques
- Understand the importance of negotiating with global partners with an eye for long-term results and professional relations, emphasizing sustainable business interactions.
- Develop a theoretical understanding of cultural intelligence as well as knowledge of research-based theory of cultural differences (cultural dimensions).
- Understand perspectives of proactive conflict management in the physical and virtual global workplace and apply theoretical knowledge to real-world scenarios.

Skills

- Develop a set of skills to handle effective communication with clients, customers and colleagues from different cultures related to daily work tasks within shipping contexts, accounting for linguistic and cultural differences.
- Identify cultural influences on negotiation and train the skill set needed to make successful negotiation across multi-cultural contexts, with awareness of long-term business relationship building.
- Proactively assess and overcome potential misunderstandings and inefficiencies in different approaches to deadlines, timekeeping and speaking styles, and suggest ways to avoid miscommunication as ways of adjusting work procedures.
- Communicate effectively and gain increased awareness about techniques for communicating across linguistic and cultural barriers when communicating with colleagues, clients and partners within shipping.

Competences

- Transform knowledge about cross-cultural differences and communication into actions to achieve better results when collaborating with colleagues, clients and partners within shipping, relating course content to own job function, company and industry.
- Identify, propose solutions and adjust working procedures according to the given cultural context.
- Identify, analyse and adjust communication, presentation styles, conflict management, negotiation and feedback-style to meet the needs of the given work task, while enhancing collaboration and minimizing misunderstandings.
- Adjust, develop and improve personal strategies within communication as continued learning in future professional settings.

Course Content

Cultural Awareness and Communication across borders

- An introduction to data-driven cultural awareness and the theoretical framework for cultural intelligence, offering a framework for understanding how culture influences business interactions.
- Developing the ability to strengthen communication, collaboration and building of relationships globally so you will be able to effectively exchange information and make yourself understood across cultures.
- Knowing what to be aware of when collaboration partners are in different countries, time zones, use virtual tools and are communicating in a foreign language, and mitigating the challenges that follow.
- Insights and strategies on how to adapt your communication style and optimize collaboration in daily global interactions.
- Tools in effective communication in relation to providing feedback and building trust to ensure both personal development, knowledge sharing and effective collaboration.
- Understanding and overcoming challenges and conflicts that may arise when personal and cultural preferences differ.

Presentation techniques

- Practical training in developing, improvising and presenting short pitches and speeches.
- Understanding how to analyse an audience from a cultural perspective, adapting your style and presenting to a multi-cultural audience.

Feedback and conflict management

- Practicing giving and receiving feedback to ensure effective collaboration.
- Experiencing and utilising different forms of feedback according to cultures and personalities.

Negotiation

- Understand how culture influences the perception of what makes a successful negotiation.
- Experience different negotiation techniques and learn how to use negotiations as a relationship building activity.

Teaching Methods

The course will primarily consist of classroom teaching and potential excursions combining lectures, discussions, group work and presentations in which the trainee will be, expected to proactively participate in all the activities and assignments. The course emphasizes putting theory into practice, learning by doing, which provides the trainee with the chance of developing an understanding of issues and methods which can be utilised in daily work scenarios. Classes focus on a series of interactive workshops to effectively develop and practice set of skills within the above-mentioned course content. The trainee is encouraged to draw on real-life business cases and presentations from daily work scenarios. Group work and constructive feedback is used as an effective way for personal development. The trainee will be given feedback both in small and bigger settings with other trainees in a safe learning environment at classes, so each trainee feels confident to put gained knowledge, learned tools and new strategies into practice and later in daily work scenarios as shipping professionals.

Examination in Connecting Shipping Relations

Exam in Connecting Shipping Relations is a written exam conducted by each trainee individually.

Re-examination will be the same setup as for 1. test trial but may differ in content. For more information on re-exam, please see Full Exam Guide 2025.

Appendix 7

Exam Description

Final Interdisciplinary Exam (FIE-exam)

Examination and Assessment

Exam Language

Both the written assignment and the oral examination are conducted in English.

Exam Form

Final Interdisciplinary Exam (FIE) consists of a written assignment and an oral examination both conducted in groups of 3-5 trainees. It is not possible to conduct the Final Interdisciplinary Exam (FIE) individually neither in groups with less than 3 trainees nor in groups with more than 5 trainees. The group-written assignment is used as an external exam at the end of Danish Shipping Education.

Final Interdisciplinary Exam (FIE) is the final exam during Danish Shipping Education. The word 'interdisciplinary' is understood as at least 2 out of 3 of the largest courses are combined in the exam. Maritime Law, Maritime Economics and Ship Design are the 3 largest courses with the most ECTS Points and counts as the courses the groups shall combine. It is optional, but recommended by Danish Shipping Academy, for the groups to incorporate perspectives from the remaining courses with less ECTS Points (Energy & Green Transition, Geopolitics & Maritime Transport and Connecting Shipping Relations) to enhance the interdisciplinary aspect of the assignment. However, the focus shall be mainly on perspectives representing the courses chosen among Maritime Law, Maritime Economics and Ship Design. The assignment is evaluated after how well the presented interdisciplinary perspectives are.

The purpose of the assignment and the oral examination is to qualify trainees to identify, reflect on and analyse an interdisciplinary, practice-oriented issue/challenge and to indicate solutions and options for action by applying theories, strategies, and methods. The assignment is based upon an issue/challenge the groups choose from either own job functions, a company or the maritime industry in general.

It is permitted to use all kinds of aids according to the rules in force. Please pay close attention to the rules in force regarding cheating and plagiarism, see pages 11-13 in Full Exam Guide 2025.

The assignment and the oral examination must together illustrate a professional issue/challenge and that the education's goals for learning objectives have been achieved. See "Danish Shipping Academy's Goals for Learning Objectives" from page 7 + 47 in Education Description 2025 and from page 52 in Full Exam Guide 2025.

Exam Process

The exam process is set off with a Final Interdisciplinary Exam (FIE) process called FIE kick-off hosted by Danish Shipping Academy and the writing process is scheduled before module 5.

Dates and deadlines for Final Interdisciplinary Exam (FIE) process are determined by Danish Shipping Academy and announced in the exam overview of exam dates. Dates and deadlines from supervisors related to guidance for each group are settled between supervisor and groups once they are connected.

The Final Interdisciplinary Exam (FIE) process contains several important deadlines that each trainee and group are required to keep themselves updated on:

- All trainees are introduced to the Final Interdisciplinary Exam (FIE) process at FIE kick-off hosted by Danish Shipping Academy.
- Groups of 3-5 trainees register as a group and thereby for the exam via Danish Shipping Academy.
- Groups are assigned a supervisor(s) by Danish Shipping Academy.
- Groups have 8 weeks to write the assignment before submission. Please be aware that for group exams the individual trainee cannot be allocated more time as the trainee is a part of a group with other trainees where time and effort can be distributed among the group members. See from page 8 regarding the rules in force in Full Exam Guide 2025.
- The assignment is submitted on a settled date given by Danish Shipping Academy to both supervisor(s) and Danish Shipping Academy.
- Groups are assigned an external censor by Danish Shipping Academy.
- Group exams are conducted oral exams during module 5 according to a planned exam overview given by Danish Shipping Academy.

Foundation for the Exam

The foundation for the exam is both teaching and literature from the courses Maritime Law, Maritime Economics and Ship Design, as well as obtained learning objectives from traineeship in companies.

A prerequisite for taking the Final Interdisciplinary Exam (FIE) is that each trainee has passed all other exams in each of the 6 courses Danish Shipping Education consists of.

Danish Shipping Academy's Goals for Learning Objectives

With the assignment and at the oral examination, the individual trainee and the trainees

together as a group must demonstrate that they have achieved the learning objectives of Danish Shipping Education. Danish Shipping Academy's Goals for Learning Objectives for Danish Shipping Education are also mentioned in Education Description 2025.

Knowledge

The trainees

- Must have knowledge about practice and application of methodology and theory in relation to the courses offered through teaching sessions at Danish Shipping Academy. The trainee must relate the relevance of courses and their content to their occupational fields when working in a trainee position at a shipping related company.
- Must be able to understand practice and the centrally utilised theories and methods, as well as how to apply them when working in the maritime industry within the shipping related companies where the trainees are employed.
- Must have knowledge of the key stakeholders in the maritime industry, their occupational roles and how they operate and are connected.
- Must have knowledge of the key concepts and terminology relating to their occupational roles within the maritime industry which they use in their daily work practices.
- Must be able to understand the basic commercial, operational and regulatory frameworks in the shipping industry.
- Must have knowledge of the fundamental legislation within the maritime industry and its relationship to international trade, the shipping industry and their occupational roles.

Skills

The trainees

- Must be able to apply and combine central methods and tools relating to the maritime industry during daily work as a trainee and be able to utilise these in working processes in practice.
- Must be able to assess practice-based issues and adjust working procedures and processes based on this assessment within daily work scenarios.
- Must be able to communicate practice-based issues and potential solutions to internal and external colleagues, clients and collaborative partners.
- Must be able to identify issues and challenges in daily work tasks and apply concept, principles and procedures in order to resolve these issues.

- Must outline and examine emerging trends and technologies in interdisciplinary subjects and apply them in daily work tasks and identify potential opportunities with the company.

Competences

The trainees

- Must be able to participate in developmental working processes and/or interdisciplinary working processes in the company.
- Must be able to manage, plan and take responsibility for daily work tasks while doing so in collaboration with colleagues and with a professional approach.
- Must be able to attain new knowledge, skills, and competences relating to the maritime industry in structured contexts.
- Must take responsibility for learning at one's own place of employment and utilise theory from Danish Shipping Education's teaching sessions in practical work solutions and utilise the opportunity to have constructive dialogue with their mentor.
- Must be able to present and identify different options and different points of view when handling work tasks.

Guidance in the Exam Process

Trainees are offered guidance in connection with the exam process according to the following guidelines:

- Danish Shipping Academy offers FIE kick-off as joint guidance to all trainees as an introduction of the exam process. FIE kick-off will guide trainees of the exam process from start to oral examination and the trainees will have the chance to ask questions. Participation in FIE kick-off is mandatory.
- Danish Shipping Academy will in collaboration with the supervisors allocate a supervisor to each group. The group cannot expect to be allocated the 1st or 2nd priority of supervisor.
- Each group is allocated a maximum of 4 sessions of 45 minutes with guidance from an allocated supervisor(s). The FIE kick-off does not count as a part of the 4 guidance sessions of 45 minutes.
- Out of the 4 sessions of 45 minutes guidance with an allocated supervisor(s), 1 session of 45 minutes can be requested with another supervisor within the 3 largest courses: Maritime Law, Maritime Economics or Ship Design. If the group wishes to request 1 session of 45 minutes with another supervisor, the group shall request this through the

allocated supervisor(s) and the allocated supervisor(s) will help the group to connect with the other supervisor.

- The groups are responsible for reaching out to their allocated supervisor and in collaboration with the supervisor plan dates for guidance. Trainees are responsible for expressing their need for guidance, responsible for developing their assignment in between the guidance sessions and prepare for each guidance session with their supervisor to progress the assignment.
- Guidance is not offered after submission of the assignment.

Elaboration of the Exam Form

Guidelines for the Assignment and Oral Examination

Assignment

The assignment is written in groups of 3-5 trainees and evaluated with external censorship.

The subject of the assignment is chosen by the group but must include the main academic subjects from at least 2 out of 3 of the largest courses: Maritime Law, Maritime Economics and Ship Design. It is optional, but recommended by Danish Shipping Academy, for the groups to incorporate perspectives from the remaining courses with less ECTS Points (Energy & Green Transition, Geopolitics & Maritime Transport and Connecting Shipping Relations) to enhance the interdisciplinary aspect of the assignment. However, the focus shall be mainly on perspectives representing the courses chosen among Maritime Law, Maritime Economics and Ship Design. The assignment is evaluated after how well the presented interdisciplinary perspectives are.

Content in the Assignment

The assignment must contain the following elements:

1. Introduction.
2. Problem statement and problem formulation (description of issue/challenge).
3. Reasoned theory, choice of empirical data and choice of method.
4. Empirical data from a job function/the company/companies' practice/maritime industry that can support an interdisciplinary, practice-oriented challenge.
5. Analysis, where points and arguments reflect encounters between theory and practice, and where these can be brought dynamically into play and include mutual perspectives.
6. Discussion based on the results in the analysis.

7. Conclusion, which preferably contains forward-looking elements for concrete action (perspectives).
8. Bibliography: a list of all the sources used in the assignment and empirical data etc.
9. Any appendix to a limited extent.

Empirical Data

Empirical data is information acquired by the group. It can be interviews, a case description, a video, observations, articles, homepages, ESG reports, quantitative data e.g., numbers on fuel consumption, sales overview etc. It is data the group collects to examine and analyse in the assignment.

Before collecting empirical data, the group must be aware:

- To critically choose or collect empirical data related to shipping related companies, other companies or sources and only with permission with involved parties.
- To inform the company where the data comes from, that the Final Interdisciplinary Exam (FIE) is only read by examiner (supervisor(s)) and external censor, and stored by Danish Shipping Academy according to the rules in force regarding GDPR-rules, see pages 8-9 in Full Exam Guide 2025.

Length of Assignment

Depending on the size of each group, following number of pages shall be written:

- A group of 3 trainees must write 25 standard pages (25 x 2400 characters including spaces)
- A group of 4 trainees must write 30 standard pages (30 x 2400 characters including spaces)
- A group of 5 trainees must write 35 standard pages (35 x 2400 characters including spaces)

The abovementioned number of pages are all excluding front page, table of contents, bibliography and appendices.

- Line spacing of 1.5.
- Left margin must be 3.5 cm and the right margin 2 cm.
- A bibliography contains a list of all the sources in the assignment and empirical data.

Front Page for the Assignment

The front page alone shall contain the following:

- All trainees' full names.
- "Final Interdisciplinary Exam (FIE)" and "Danish Shipping Education".
- Date, year and the name of the DSE-years the trainees participate in "DSE 20XX – 20XX".
- An illustration that illuminates the topic of the assignment.
- A title of the assignment.

Mandatory Information for Pages in the Assignment

The assignment must on each page include:

- Page number placed at the bottom right of the page (excluding front page of the submission).
- All trainees' full names.
- "Final Interdisciplinary Exam (FIE)" and "Danish Shipping Education".
- Date, year and the name of the DSE-years the trainees participate in "DSE 20XX – 20XX".
- A title of the assignment.

Headlines

Headlines shall:

- Be marked in bold.
- Accurately show what the section is about.
- Create an overview in the table of contents and throughout the assignment.
- Show how the assignment is structured.

Fonts

- Times New Roman 12 pkt.

Illustrations

Images, fact boxes, tables or similar illustrations may be used, which are used to:

- Explain and support text.
- Break a large text area in an assignment to smaller parts.

Illustrations Must Have

- Numbering above or below the illustration.
- Title/Appropriate headline.
- Source indication just below the illustration.
- Illustrations do not count in the assignment's total number of characters.

Referencing

- The trainees can use any method of academic referencing preferred (e.g., APA, Harvard system, MLA) by the condition that reference is made correctly and consistently throughout the assignment.
- The assignment must contain a bibliography; a list of all the sources used in the assignment and for empirical data.

For all citing:

- When citing, use quotation marks and be aware that a quote can never stand alone, but must substantiate its own text.
- When citing, phrase the passage in italics.
- All quotes must be followed by author name, year, and page number. The source cited must always appear in the bibliography.
- The assignment must contain a bibliography; a list of all the sources used in the assignment.
- Please be aware of the rules in force regarding plagiarism, see page 13 in Full Exam Guide 2025.

Author of Each Section in the Assignment

Additional requirements for the written assignment are in accordance with the rules in force in Executive Order BEK nr. 863 af 14/06/2022 Chapter 1, §2 (Bekendtgørelse om eksamener og prøver ved professions- og erhvervsrettede videregående uddannelser via retsinformation.dk), that the basis for the assessment is the individual performance. This means that only the individual performance can be made the subject of the individual assessment. Therefore, only the trainee's individual prepared parts of the assignment can be assessed as part of the grade the individual trainee will receive in combination with the presentation at the oral examination.

This means that the group-produced assignment must include a clear marking of which group member has prepared the assignment area. The parts of the assignment that the individual trainee has prepared form the basis for assessing the overall performance of both the assignment and the oral presentation. After heading in each section in the assignment, a trainee's name shall be clearly marked in bold and in parentheses. This is to make sure all trainees have taken equally part in writing the assignment, and therefore all trainees in the group must be assigned with equal parts of the assignment.

The table of contents must contain the same allocation of trainee names as mentioned above.

Submission

- As PDF

Oral Examination

Purpose of the Oral Examination

The purpose of the oral examination is to clarify to which extent the individual trainee can demonstrate the learning objectives for the integrated courses together with Danish Shipping Academy's Goals for the Learning Objectives based on the submitted assignment.

The oral examination is a group examination with external censorship.

Length of Oral Examination

The oral examination includes presentations, dialogue-based examination, evaluation and grade giving. The examination follows as a dialogue after each of the trainees has presented different perspectives of the assignment. Trainees must therefore expect unprepared inputs and questions from the examiner (supervisor(s)) and external censor. It is the examiners' (supervisor(s) and external censor's) responsibility to keep track of time and facilitate the dialogue and to ensure that each trainee is allocated time to do a presentation at the oral examination.

The oral examination includes the assignment's perspectives and the trainees' learning. Overall, the oral examination is divided into three parts as follows:

| | | Group of 3 trainees | Group of 4 trainees | Group of 5 trainees |
|-------------------|---|---------------------|---------------------------|---------------------|
| 1 | Presentation by individuals in the group all together at the same time. All members must present equal parts of this presentation. | 10 minutes | 12 minutes | 15 minutes |
| 2 | Dialogue-based examination with supervisor (examiner) and external censor. | 25 minutes | 30 minutes | 35 minutes |
| 3 | Evaluation by supervisor (examiner) and external censor. During the evaluation the group leaves the examination room and await to be called in again to receive feedback and grading. | 5 minutes | 5 minutes | 5 minutes |
| Total time | | 40 minutes | Approx. 50 minutes | 60 minutes |

The times in the table are approximates.

Preparation for the Oral Examination

The oral examination shall be prepared according to the following guidelines:

- Preparation for the oral examination consists of writing the assignment and being able to explain and argument for the coherence of the content.
- The oral examination will start with each trainee's presentation, and therefore no extra preparation time will be included in the oral examination. These presentations are not meant for repeating the results of the assignment, but for bringing in perspectives and reflections after the submission has taken place.
- The oral examination can be considered as an oral defence of the assignment, and this requires that:
 - o Each trainee is confident with all parts of the assignment even though the assignment is divided into parts with author names throughout the different sections.
 - o Each trainee must be prepared to argument for the choices made in creating the assignment's content. Each trainee can be asked questions.
 - o Each trainee is able to reflect and discuss different angles on the assignment and not just conclude the same results written in the assignment.
- In the exam room the trainee can bring printed paper e.g., an agenda, a printed PowerPoint etc.

Assessment Foundation for the Exam

Both the assignment and the oral exam in Final Interdisciplinary Exam (FIE) are assessed as one grade according to the Danish 7-point grading scale given each trainee. Each trainee will receive one individual grade for performance in both the assignment and at the oral examination and will be informed of the grade given after the oral examination. The assignment equals 2/3 of the total grade and the oral examination 1/3 of the total grade.

Both the assignment and the oral examination are evaluated with external censorship.

Re-Exam

Danish Shipping Academy offers a group to take up to maximum 1 extra test trial if the group does not pass 1st test trial in Final Interdisciplinary Exam (FIE). If only 1 or 2 trainees fails, the trainees must individually write 15 standard pages (15 x 2400 characters including spaces) as they are not enough participants to create a new FIE-group of 3-5 trainees. If between 3-5 trainees from the same group do not pass, they are considered as a FIE-group and must write the same number of pages as with the 1st test trial.

For the 1-2 trainees from same group not passing 1st test trial, the remaining requirements for the assignment setup are the same as for 1st test trial except for the reduced number of pages for 2nd test trial. However, each trainee will not be given 8 weeks to write a new assignment and a new process with deadlines will be planned for the trainee(s) by Danish Shipping Academy in collaboration with the supervisor(s). Guidance for 2nd test trial cannot be expected by individuals nor a new FIE-group. There is only 1 retry regardless of a group or 1 trainee or 2 trainees signing up for a re-exam.

There is a re-exam fee of 15,000 DKK combined with the re-exam in Final Interdisciplinary Exam (FIE). The re-exam fee is paid by the DSE-participating company unless the DSE-participating company and the trainee(s) agree(s) not to participate in a new test trial.

If a trainee does not pass by the end of the 2nd test trial, the grade given at the prior exam trial will be registered at the Final Interdisciplinary Exam (FIE). The trainee will not be offered a diploma with all grades, but a participant certificate by the end of Danish Shipping Education at Graduation Day. See page 11 for more information about re-exams.

Appendix 8

Description of Learning Objectives for Practical Learning in Traineeship

Learning Objectives for the Practical Learning Parts of the Danish Shipping Education:

Knowledge

- The trainee shall demonstrate knowledge of practical and developmental skills concerning practice, work assignments, and applied methods, within shipping.

Skills

- The trainee must have achieved a level, qualifying them to independently being able to analyse, assess, and reflect on problems, as well as undertake practice-based and complex tasks within shipping.
- The trainee must be able to utilise methods and tools and should master the skills associated with occupation within the field of shipping.
- The trainee must be able to assess practice-based problems, as well as reason and select relevant models for solution.
- The trainee must be able to communicate practice-based, as well as professional and technical problems and solutions to collaborators.

Competences

- The trainee must be able to develop, assess, and implement operational, tactical, and strategic actions within the shipping industry, and utilise relevant models for this.
- The trainee must be able to independently be a part of professional and cross-field collaboration and assume responsibility within the framework of their own professional operations.
- The trainee must be able to develop their own practice.

Assessment of Learning Outcome during Traineeship

The Danish Shipping Education-participating company who employs the individual trainee is responsible for assessing the trainee's performance in practice during traineeship.

Danish Shipping Academy recommends the basis for assessment of traineeship is passed/failed. The basis for assessment, is evaluated and assessed internally in the Danish Shipping Education-participating company by the individual trainee's mentor.



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