



Northern Maritime University
North Sea Region

The Interreg IVB
North Sea Region
Programme



Northern Maritime University (NMU)

DELIVERABLE D3.1.2

CONCEPT FOR A SERVICE PRODUCT PORTFOLIO

(formerly: Product and Service Portfolio)

Due Date:	March 2009
Submitted:	May 2009
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Dissemination:	Consortium



NMU Document Control Sheet

Project Number:			
Document short name:	CONCEPT FOR A SERVICE PRODUCT PORTFOLIO (formerly: Product and Service Portfolio)		
Workpackage:	WP3 Task 3.1		
Deliverable :	D3.1.2		
Version:	1.3		
Document History:	Version	Issue Date	Distribution
	1.0	16 January 2009	TRi, GU
	1.1	26 March 2009	GU
	1.2	14 May 2009	All partners
	1.3	16 June 2009	All partners

Classification

This report is:

Draft	
Final	X
Confidential	
Restricted	
Public	

Partners Owning:	All
Main Editor:	Ki-UAS
Partners Contributed:	GU (e-mail input re. 2.2); all partners re. appendix
Made Available To:	All NMU Partners

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TABLE OF CONTENTS

0	PRELIMINARY REMARKS.....	2
1	OVERVIEW ON THE CONCEPT FOR A SERVICE PRODUCT PORTFOLIO	3
1.1	OBJECTIVES	3
1.2	DEFINITIONS.....	3
	<i>Course vs. Module</i>	<i>3</i>
	<i>Common vs. Agreed Curriculum.....</i>	<i>4</i>
	<i>Product- and process innovation</i>	<i>4</i>
2	SERVICE PRODUCTS.....	5
2.1	EXCHANGE OF STUDENTS	5
2.2	JOINT COURSES.....	5
	<i>Structure and content</i>	<i>5</i>
	<i>Modes of delivery.....</i>	<i>6</i>
2.3	VIRTUAL COMPETENCE CENTRE	7
2.4	“TRAVELLING LECTURER” CONCEPT	7
2.5	KNOWLEDGE SHARING AND CREATION	7
	APPENDIX 1: DRAFT FOR THE NMU COURSE IN INTERNATIONAL MARITIME HUMAN RESOURCE MANAGEMENT	2
	APPENDIX 2: DRAFT FOR THE NMU COURSE IN LOGISTICS AND GLOBAL SUPPLY CHAIN MANAGEMENT.....	3
	APPENDIX 4: DRAFT FOR THE NMU COURSE IN APPLIED MARITIME TRANSPORT MANAGEMENT.....	5
	APPENDIX 5: DRAFT FOR THE NMU COURSE IN APPLIED MARITIME ECONOMICS.....	6
	APPENDIX 6: DRAFT FOR THE NMU COURSE IN INTERMODAL FREIGHT TRANSPORT	7
 List of Figures		
	FIGURE 1: NMU SERVICE PRODUCT PORTFOLIO - OVERVIEW	3
	FIGURE 2: COMMON VS. AGREED CURRICULUM	4
	FIGURE 3: MODULES AND MODULE ELEMENTS	5
	FIGURE 4: MODES OF DELIVERY	6

EXECUTIVE SUMMARY

This deliverable originally entitled “Concept for Product and Service Portfolio” has been redefined to become “**Concept for a Service Product Portfolio**”.

The NMU service product portfolio aims at increasing the mobility of students and lecturers. Furthermore, synergies will be achieved by improving access to the relevant learning and research resources of the whole NMU network. Mobility, as well as accessibility, is supported by a number of e-learning elements.

The NMU will offer five basic service products:

1. **Exchange of Students:** The NMU network enhances the possibilities for students to spend a certain period at another NMU university. Within the framework of the agreed curricula, the exchange can be organised very smoothly.
2. **Joint Courses:** The NMU will offer a range of joint courses/modules. Modules and elements thereof will be delivered in various modes (campus-based, blended learning, summer schools, and short courses). The teaching content developed for module elements can be easily transferred into small textbooks and used as the core of an NMU-series.
3. **Virtual Competence Centre:** Within the NMU a virtual competence centre will be developed that integrates and organises skills, experience and competences of members for undertaking common research projects in the maritime sector.
4. **Travelling Lecturer Concept:** Faculty members of the NMU partners will teach not only at their home universities but also at the campuses of other NMU partners or, for example, during NMU summer schools, at specific venues. Thus, those NMU students who are not able to study abroad can have access to an international learning experience and can gain from the diversity of the NMU staff.
5. **Knowledge Sharing and Creation:** Each individual NMU partner university has close relations with maritime companies and other relevant organisations on a regional and/or national- and sometimes even international level. Such relations are already used to create and share knowledge in a number of ways. The NMU network enhances the options for the creation and sharing of knowledge by expanding the geographical coverage of individual institutions and by adding specific content. The NMU marketing platform shall include an NMU placement pool. A further approach for the creation and sharing of knowledge should be PhD studentships.

It is important to note that the time horizon of the service product portfolio lies beyond the end of the initial NMU project. Nevertheless, some service products will already be offered - at least as pilot runs - during the project.

0 PRELIMINARY REMARKS

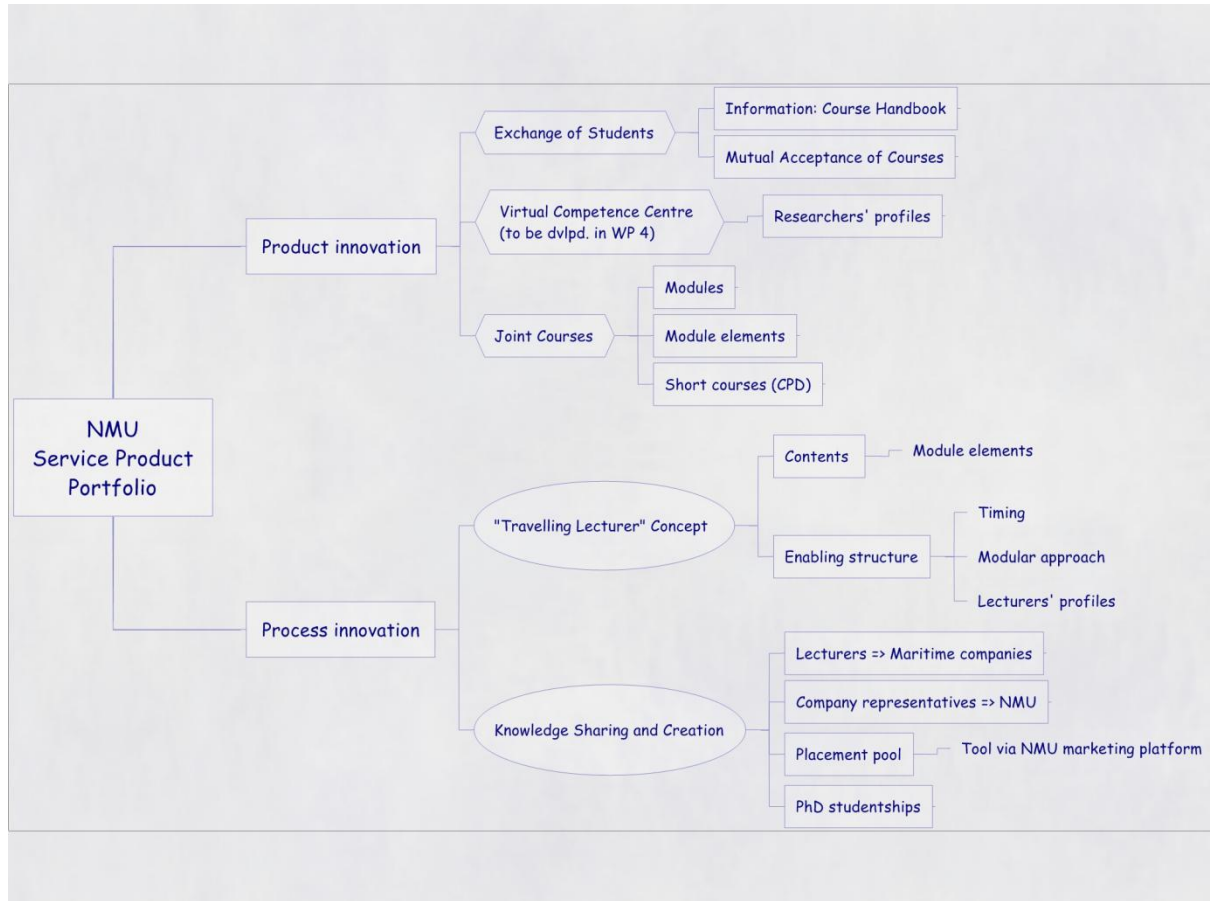
The term “Product and Service Portfolio”, originally used in the project application, has led to some discussion on the terms “product” and “service” and it has been deemed necessary to reconsider the wording. A “service” can be defined as an “economic activity that creates value and provides benefits for customers at specific times and places by bringing about a desired change in, or on behalf of, the recipient of the service.”¹ Most university *products* are by their very nature *services*. It is quite common to characterise such products as *service products*. Thus, for the purpose of the NMU project, the deliverable originally entitled “Concept for Product and Service Portfolio” has been redefined to become “**Concept for a Service Product Portfolio**”.

¹ Lovelock, L. & Wirtz, J. (2006): *Services Marketing*, 5/e, p. 9. See also Grönroos, C. (2007): *Service Management and Marketing*, 3/e, chapter 3

1 OVERVIEW ON THE CONCEPT FOR A SERVICE PRODUCT PORTFOLIO

The following figure provides an overview of the concept for the NMU Service Product Portfolio. Details will be described in the following sections.

Figure 1: NMU Service Product Portfolio - Overview



1.1 Objectives

The NMU service product portfolio aims at increasing the mobility of students and lecturers. Furthermore, synergies will be achieved by improving access to the relevant learning and research resources of the whole NMU network. Mobility, as well as accessibility, is supported by a number of e-learning elements.

1.2 Definitions

The following definitions shall apply throughout this deliverable and are recommended for common usage within the NMU network.

Course vs. Module

Despite the 'tuning' process of convergence that has been promoted by and is resulting from the implementation of the Bologna process, the use of the terms "course" and "module" still varies from university to university. The following alternatives can be found:

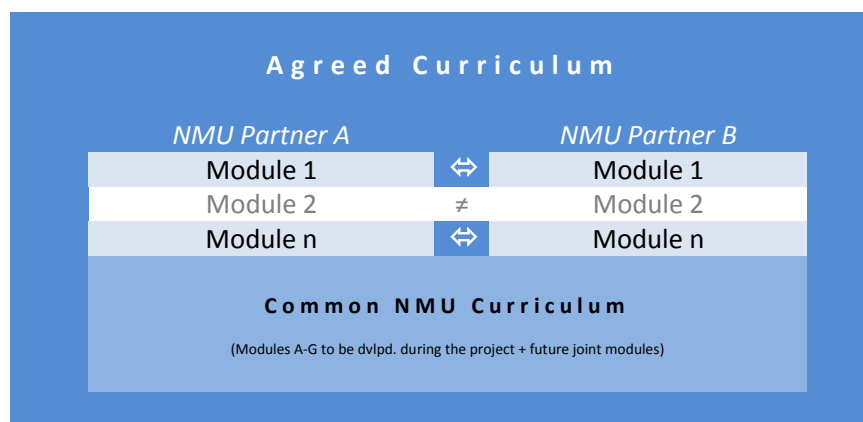
1. Courses are defined as synonyms for programmes;²
2. A course is regarded as a subunit of a module;³
3. Modules are defined as synonyms for courses.⁴

In the case of the NMU service product portfolio, the third alternative is applied. In consequence, the terms “module” and “course” are interchangeable.

Common vs. Agreed Curriculum

New courses which are jointly developed within the NMU network will be part of the Common NMU Curriculum. Additionally, courses which already exist at NMU partner universities can be mutually accepted by the partners. The so-called Agreed Curriculum comprises the common NMU curriculum and the mutually accepted courses (see Figure 2).

Figure 2: Common vs. Agreed Curriculum



Product- and process innovation

The NMU service product portfolio integrates two dimensions of innovation: Service product innovation and process innovation.

According to the *Oslo manual* of the OECD “a **product innovation** is the introduction of a good or service that is new or significantly improved with respect to its characteristics or intended uses”⁵. The NMU service product *Exchange of Students* is a significant enhancement of existing practise, whereas the service products *Joint Courses* and *Virtual Competence Centre* are new products. Hence, all three service products belong to the category product innovation.

A **process innovation** “is the implementation of a new or significantly improved production or delivery method”.⁶ This is the case for the service products *Travelling Lecturer Concept* and *Knowledge Sharing and Creation*.

² Cf. <http://www.euro-inf.eu/content/view/16/16/>

³ Cf. http://www.esb-reutlingen.de/fileadmin/_programme/master/IBD_IAT/MBA_Course_list.pdf

⁴ Cf. http://winster.nottingham.ac.uk/modulecatalogue/asp/ModuleDetails.asp?crs_id=016822&year_id=000108 or

⁵ <http://stats.oecd.org/glossary/detail.asp?ID=6868>

⁶ <http://stats.oecd.org/glossary/detail.asp?ID=6870>

2 SERVICE PRODUCTS

2.1 Exchange of Students

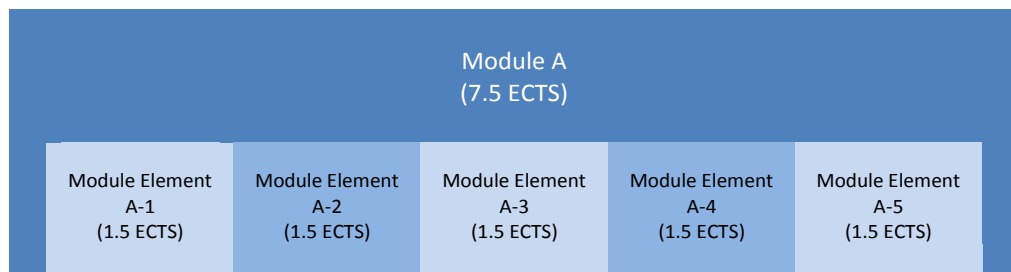
The NMU network enhances the possibilities for students to spend a certain period at another NMU university. Within the framework of the agreed curricula, the exchange can be organised very smoothly. Wherever suitable, NMU partner universities will embed their co-operation in *ERASMUS agreements*. A comprehensive NMU course handbook provides all necessary information on the NMU partner institutions and includes detailed descriptions of all modules with relevance to the NMU curricula. The module descriptions are set up in accordance with the requirements of the Bologna process and follow the guidelines of FIBAA (the Foundation for International Business Administration Accreditation). The regular handbook is primarily intended for NMU-internal use only; a short version of the handbook (also accessible online) will be delivered to inform prospective NMU students.

2.2 Joint Courses

Structure and content

The NMU will offer a range of joint courses/modules. The courses shall be accredited by a range of relevant professional bodies. Figure 3 illustrates the basic structure of a module: A module has a natural coverage and cognate content in terms of learning objectives, as well as in terms of theoretical and practical relevance. Joint NMU modules have a size of 7.5 ECTS credit points and are made up from five *module elements* of 1.5 ECTS credit points.

Figure 3: Modules and Module Elements



The benefits of such an approach are:

- Flexibility:
 - Some module elements might be used as part of different modules.
 - Module elements can be used as standalone products, e.g. as company CPD seminars or as special content for summer schools etc.
- Adaptability:
 - It is easier to update the content of a module element than to revise a whole module.
 - If teaching content becomes obsolete, whole module elements might be abandoned and substituted by new module elements.
- Transferability:
 - The content of a module element can be transferred more easily into e-learning content than whole modules.
 - The content of a module element could be published as a volume of an NMU textbook series (see below).

According to the ECTS rules “one credit corresponds to 25 to 30 hours of work”⁷ The term “work” includes all forms of activity such as instructed self learning, face-to-face teaching, virtual interaction etc. The 25 to 30 hours per ECTS credit point workload can contain all forms of pedagogical inputs within the NMU framework that will contribute to the effective achievement of intended learning objectives.

During the project the following new courses will be developed:

- Bachelor level:
 - International Maritime Human Resource Management
 - Ship Knowledge for Non-Engineers
 - Logistics and global Supply Chain Management
 - Maritime Transport and the Environment
- Master level:
 - Maritime Transport Management
 - Applied Maritime Economics
 - Intermodal Freight Transport

The drafts for the content of six modules are included in the appendix of this document.

Modes of delivery

The Modules and elements thereof will be delivered in various modes (see figure 4).

Figure 4: Modes of delivery

	Campus-based	Blended learning	Summer School	Short courses	NMU-Textbooks
Master Modules	●	○			
Bachelor Modules	●	○			
Module Elements	●	○	●	●	●
Courses On-demand				●	

NMU teaching content will mainly be delivered in the conventional format of classes that are delivered on a face-to-face basis on campus.⁸

Some module elements will be offered as e-learning content, which can be used in a blended learning setting.⁹ During the project, selected elements out of each new module will be developed as e-learning content.

⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc/ectskey_en.pdf

⁸ “Campus-based” is to be understood in a wider regional perspective, i.e. teaching content can also be delivered by NMU-partners at other locations than their own campuses.

Specific topics can be offered in the form of NMU summer schools. Target groups for these summer schools are both students from the NMU partner universities, as well as external learners. Summer schools can be hosted either at one or more of the NMU campuses or at (other) attractive places in the NSR or even aboard ships.

Module elements can be used as short courses on campus (e.g. weekend seminars) or for in-company CPD. The NMU-network can also tailor courses specifically in accordance with the requirements of the stakeholders (Courses on-demand).

The teaching content developed for module elements can be easily transferred into small textbooks and used as the core of an *NMU-series*. In addition to a variety of marketing measures, it is assumed that this NMU-series can provide strong support for the public image of the NMU network. Especially in today's "E-World", a high quality book can be used as a tangible distinguishing feature. Many well-known organisations (e.g. ISL) use book series as an important part of their portfolio. Such textbooks might be very useful in the pilot phase and can also be used to support the dissemination and marketing tasks. Each textbook should follow given guidelines and a common structure. The textbook section ("TB") of an NMU-series can be complemented by sections for research, and for conference papers.

2.3 Virtual Competence Centre

Within the NMU a virtual competence centre will be developed that integrates and organises skills, experience and competences of members for undertaking common research projects in the maritime sector. Researchers' profiles will be published on the NMU website. During the project (in WP 4), a strategy will be developed to internally organize NMU competences in the most efficient way. The objective will be to optimize efforts to provide a comprehensive virtual university image covering the whole scope of university activities, including research, consultancy, knowledge transfer and, for example, the supervision of theses of various Master's degrees and PhD work, all with very rapid response time.

2.4 "Travelling Lecturer" Concept

Faculty members of the NMU partners will teach not only at their home universities but also at the campuses of other NMU partners or, for example, during NMU summer schools, at specific venues. Thus, those NMU students who are not able to study abroad can have access to an international learning experience and can gain from the diversity of the NMU staff.

Due to the modular structure, it is possible to deliver a module element during one week. Although different universities follow different approaches with regard to semesters, course structure, timetabling etc, this is important as it will always be possible to integrate one week of student learning experience into a faculty's schedule (e.g. during project weeks). Compared to the traditional short visits of lecturers, the modular structure of the common NMU courses enables short stays of foreign lecturers teaching self-contained units, whose outcomes can be fully credited to the relevant modules.

2.5 Knowledge Sharing and Creation

Each individual NMU partner university has close relations with maritime companies and other relevant organisations on a regional and/or national- and sometimes even international level. Such relations are already used to create and share knowledge in a number of ways. The NMU network enhances the options for the creation and sharing of knowledge by expanding the geographical coverage of individual institutions and by adding specific content. E.g., maritime companies searching for a lecturer to deliver in-house training will be able to address members of the whole (virtual) NMU faculty. Seen from the NMU's

⁹ Where applicable, modules or module elements might also be offered in a pure e-learning setting, i.e. without any face-to-face instruction.



perspective, representatives from NMU stakeholders can be asked to lecture specific topics to the benefit of all NMU students, e.g. within the framework of a joint NMU summer school.

The NMU marketing platform shall include an **NMU placement pool**. Such an online job market can be used by NMU stakeholders to publicise their offers for work placements to current students, as well as entry-level jobs for new graduates. Students from the relevant faculties of all NMU partner universities can present themselves to future employers by uploading their personal profiles to the website of the NMU placement pool.

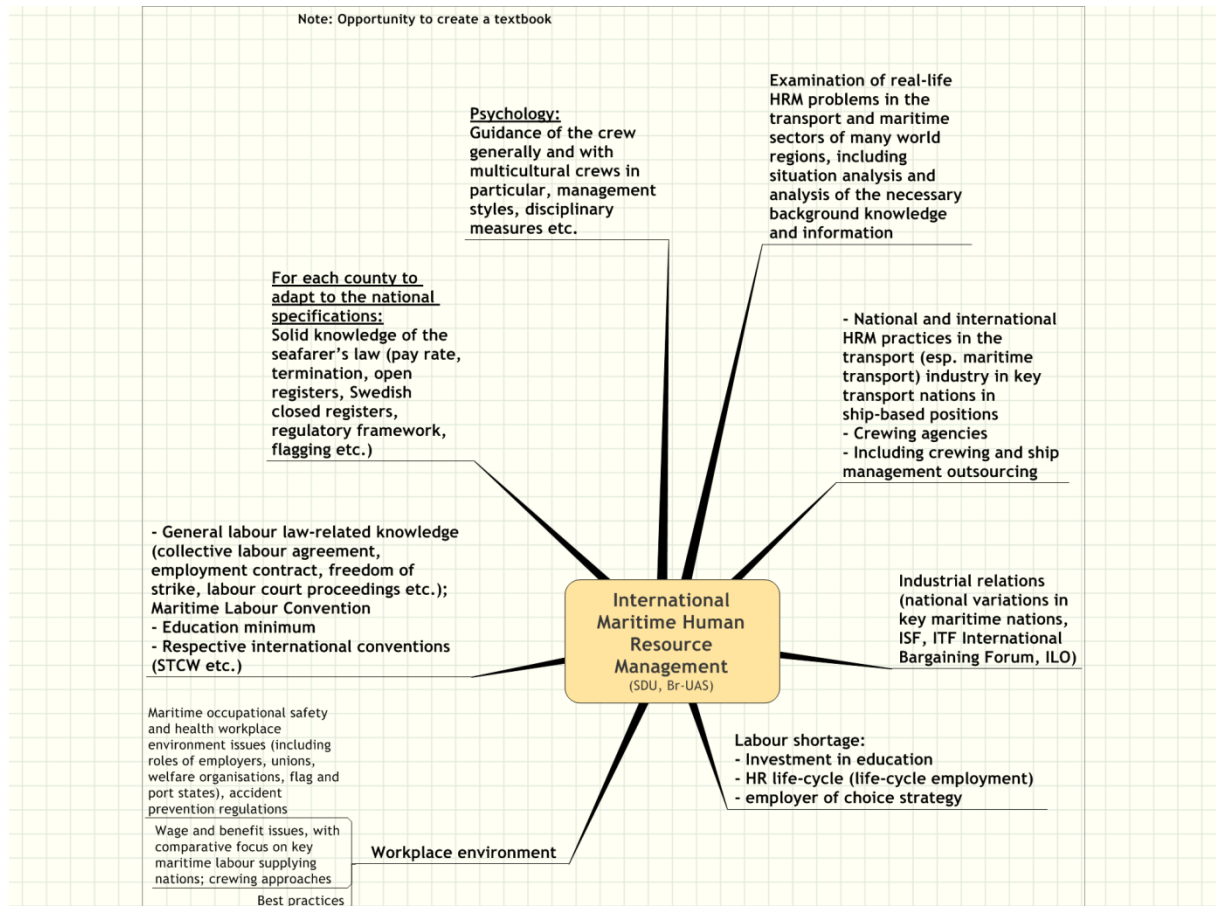
A further approach for the creation and sharing of knowledge should be **PhD studentships**: NMU students with a high level of research potential will be jointly supervised by a member of staff at an NMU partner university and an employee of a NMU stakeholder organisation, in which the NMU PhD student will spend a certain period to work on his or her research project.¹⁰

¹⁰ Cf. <http://www.scitech.ac.uk/Grants/Studs/CASE/Contents2.aspx>

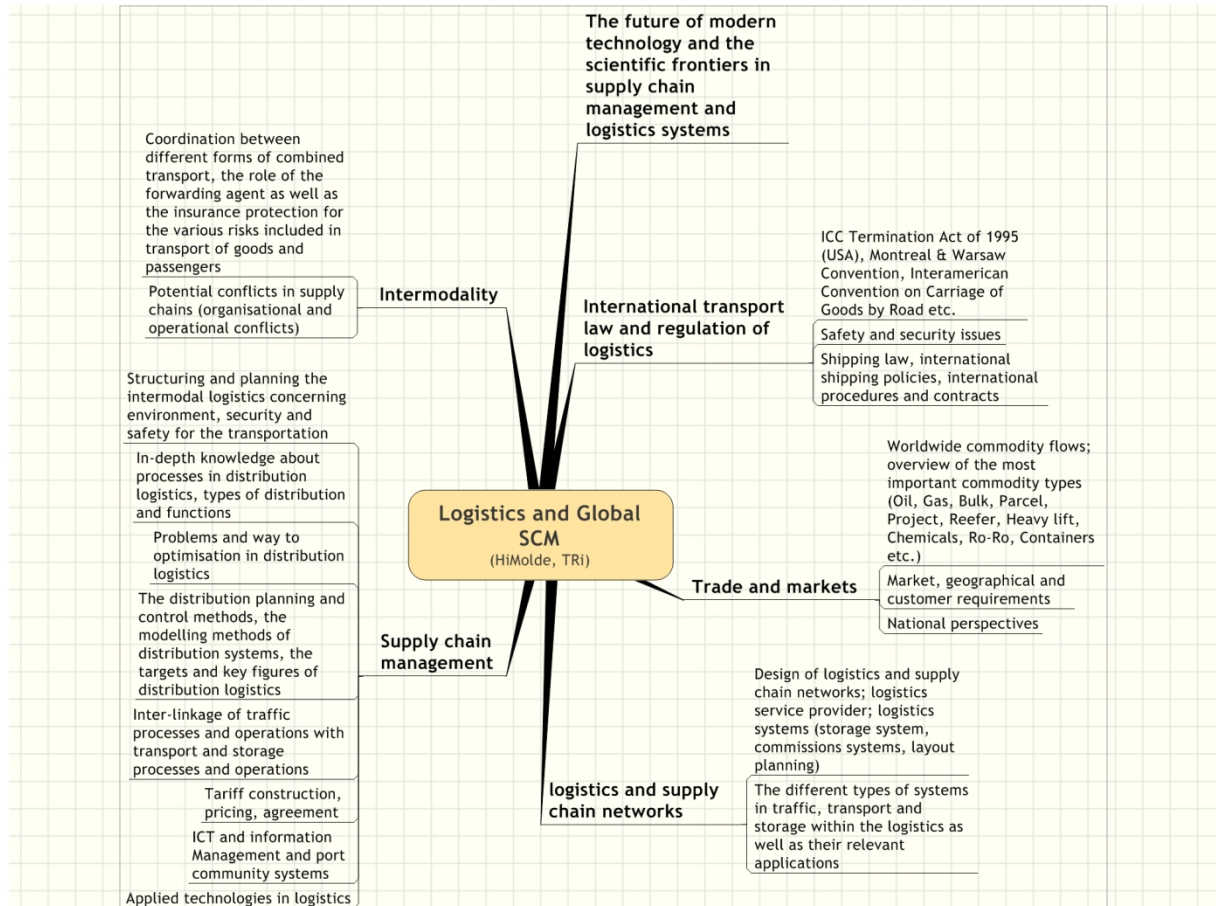


APPENDIX

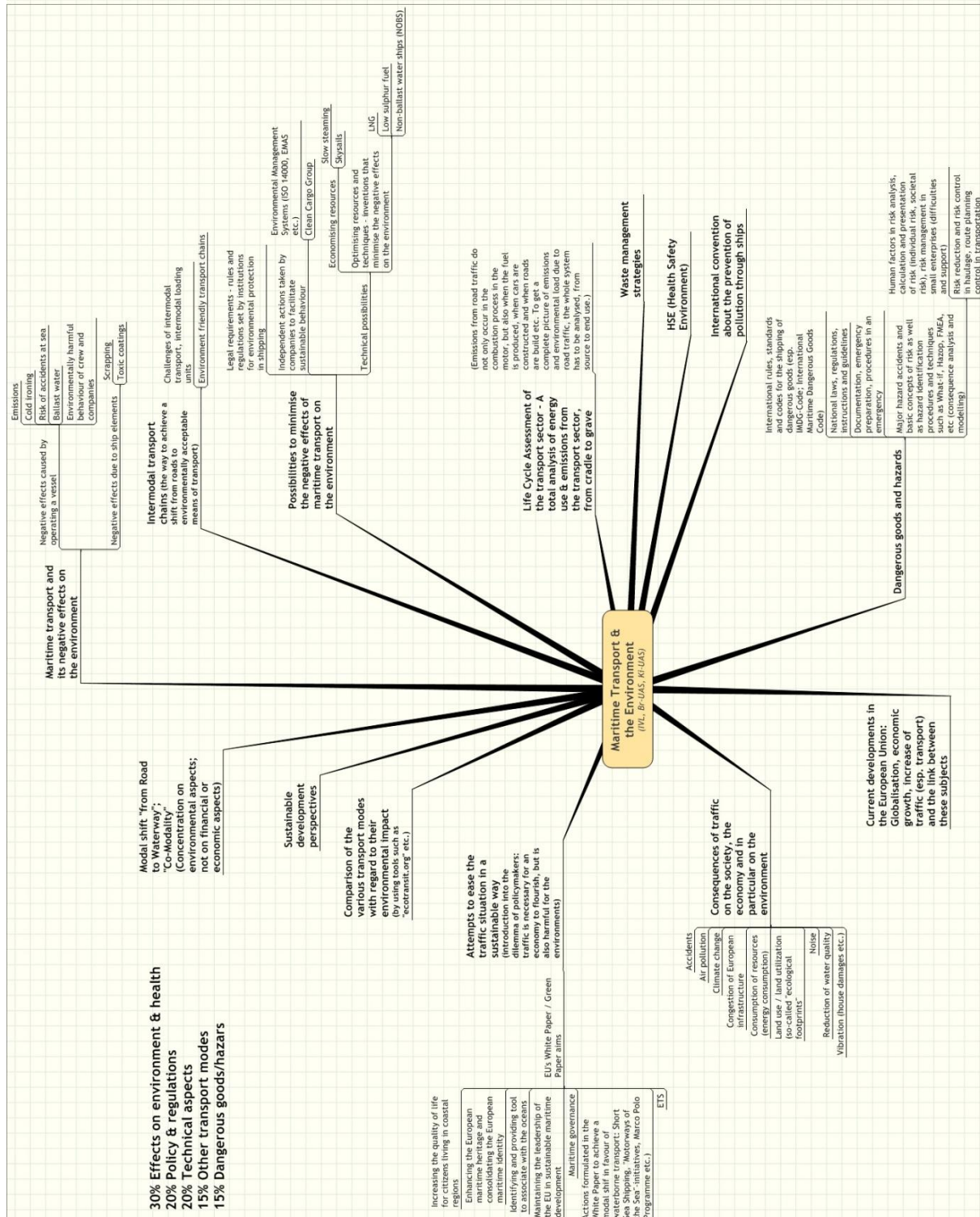
APPENDIX 1: MIND MAP DRAFT FOR THE NMU COURSE IN INTERNATIONAL MARITIME HUMAN RESOURCE MANAGEMENT



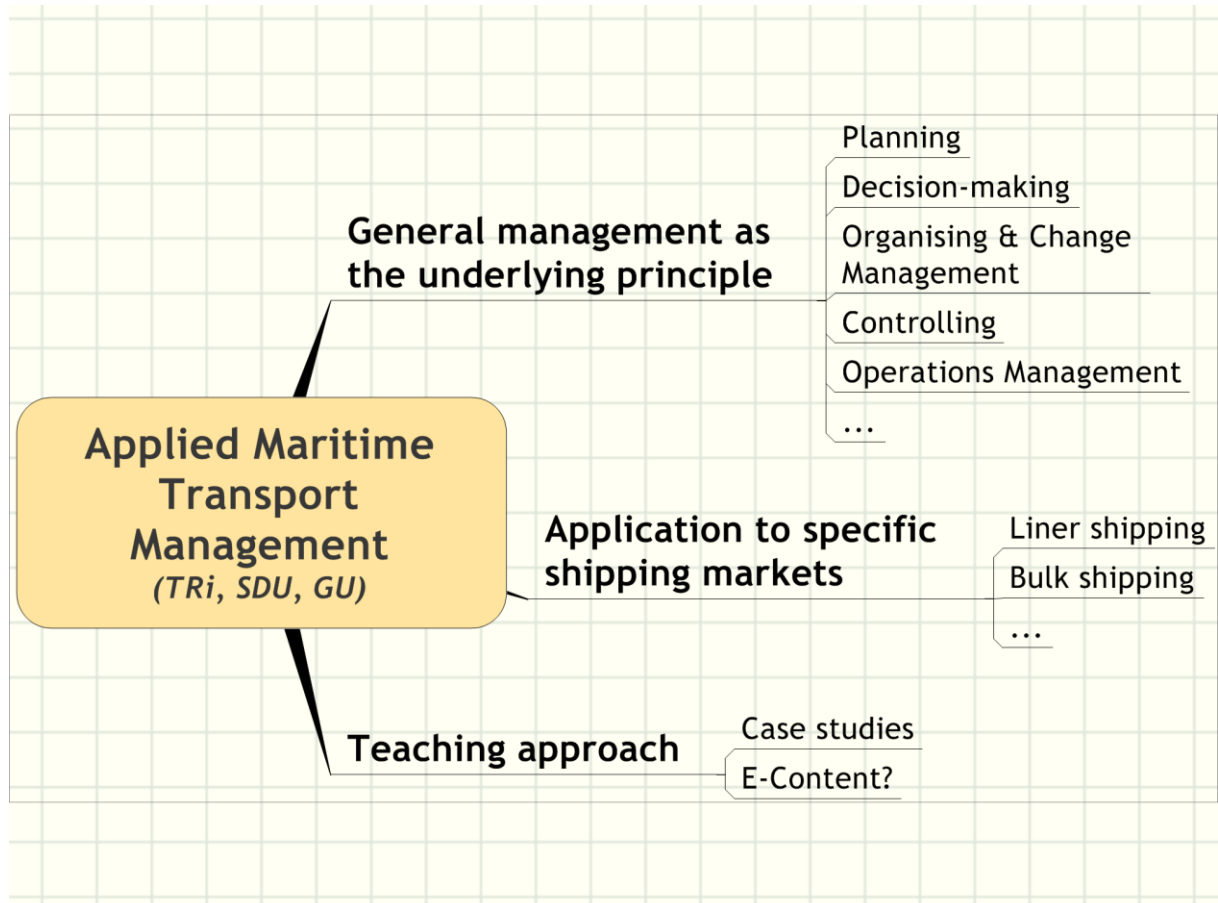
APPENDIX 2: MIND MAP DRAFT FOR THE NMU COURSE IN LOGISTICS AND GLOBAL SUPPLY CHAIN MANAGEMENT



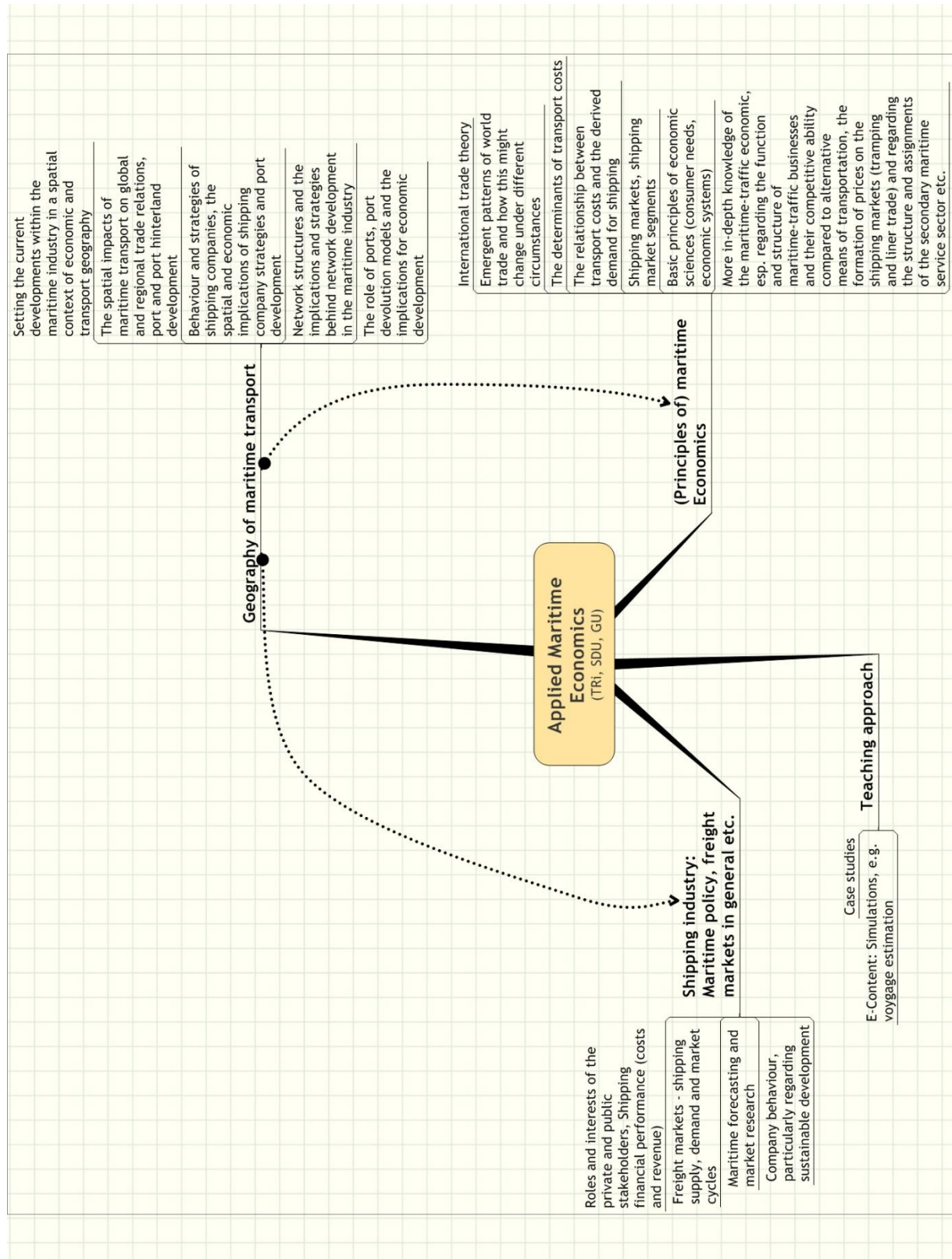
APPENDIX 3: MIND MAP DRAFT FOR THE NMU COURSE IN MARITIME TRANSPORT AND THE ENVIRONMENT



APPENDIX 4: MIND MAP DRAFT FOR THE NMU COURSE IN MARITIME TRANSPORT MANAGEMENT



APPENDIX 5: MIND MAP DRAFT FOR THE NMU COURSE IN APPLIED MARITIME ECONOMICS



APPENDIX 6: MIND MAP DRAFT FOR THE NMU COURSE IN INTERMODAL FREIGHT TRANSPORT

