



To promote, develop and support in the spirit of cooperation, the common interests of its members in all matters concerning the development and quality of maritime education and training.

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TRAIN, TRAIN, RETRAIN, RETAIN!



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Danny Waters: Inaugural Principal, Australian Maritime College and Rector, World Maritime University



The recent passing of Danny Waters brings to mind the great contribution to MET that Danny made, as well as the part he played through taking an initiative that eventually led to the formation of GlobalMET.

In the 1970's Danny played the key role in establishing the Australian Maritime College in Launceston, Tasmania and served as the Principal throughout the 1980's. His work in building such



a major provider of maritime education and training deserves much recognition. When he moved to the Rectorship of the World Maritime University in 1990, I had the good fortune to follow him at AMC.

Australia's national institute for maritime and maritime-related education, training and research, is now a highly respected institute of the University of Tasmania. The multi-million dollar suite of globally recognised and acclaimed specialist teaching, learning and research facilities is utilised by government bodies and maritime related businesses world-wide.

In 1989 Danny convened a successful meeting at AMC of heads of MET providers from Asia Pacific. That meeting provided the incentive and the contacts for developing an Asia Pacific Maritime Centre at AMC in 1991, to facilitate building the links for Australian maritime educational expertise to reach out into Asia Pacific. Founding of the APMC led to a sequence of meetings of heads of MET providers in Dalian, Suva, Vladivostok and Auckland, which in turn led to a decision at a meeting in Hong Kong in 1996 to establish the Association of Maritime Education and Training Institutions in Asia Pacific. In 2002 AMETIAP became GlobalMET, the Global Maritime Education and Training Association.

It was a pleasure to know and collaborate with Danny and it is a privilege to write this brief tribute to him, his ability and hard work in ensuring the provision of MET to meet the needs of Australia and beyond, a high quality service which continues today.

Rod Short

Highlight

Three Favourite Mobile Device Accessories

by
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Figure 1 - Three favourite mobile device accessories

Accessories for mobile devices (MD) and increasing productivity never cease to amaze me! Take three favourite accessories shown in figure 1; A Logitech

wireless keyboard; micro-USB/ USB pen drive (MUPD); and HDMI AllShare Cast Dongle. For really heavy writing, blogging and just plain productivity – the blue-tooth keyboard is a must!

Another fantastic accessory is the MUPD; no wifi or blue-tooth, this pen drive plugs right into your smart phone, transfers data and then after disconnecting – can plug right into another smart phone or computer; they come in 8 or 16GB. Seems not too many dealers are carrying the smaller version depicted or even know about it.

Lastly, the HDMI AllShare Cast Dongle takes productivity, ease of use and comfort to the next level! It fits in the palm of your hand, requires a power source and connects with your mobile devices via blue-tooth – that's right! One downside, when showing video the dongle disconnects and must be reconnected.

There you have it, connectivity is productivity!



Nautical Institute Command Seminar 'Navigational Competence' & 2014 Annual General Meeting

Maritime Museum, Sydney, NSW 16-17 June

Rod Short, Executive Secretary, GlobalMET

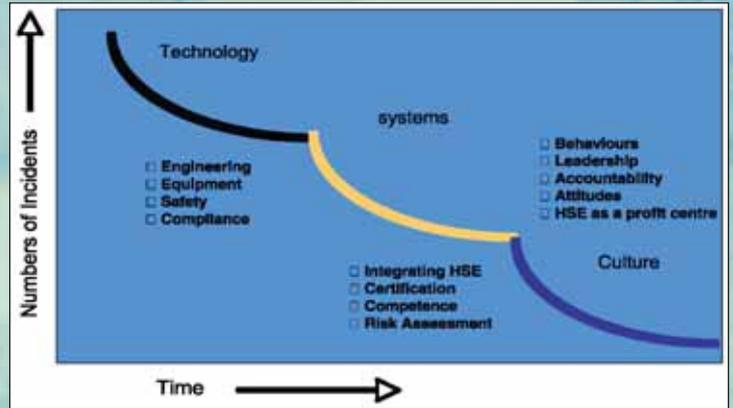
It is a pleasure to write about this very good Nautical Institute seminar and a particular pleasure for me to do so because the Keynote Presentation was delivered by fellow New Zealander, Commodore Christopher Rynd of Cunard. There are many good memories of teaching Christopher and fellow cadets at the Auckland Nautical School in the early seventies, when he was an apprenticed-cadet with the Union Company. It was also a pleasure to report that among the 102 registered participants from several countries, 13 were from NZ, including former Union Co cadets.

The seminar was divided into four sessions:

1. The human element in navigational competence, chaired by Christopher Rynd, Commodore of Cunard, currently in command of Queen Victoria.
2. Technical aspects of navigational competence, chaired by Robert McCabe, Director of Operations and Navigation Services, Commissioners of Irish Lights.
3. The role of maritime education and training (MET) in navigational competence, chaired by Brad Groves, General Manager, Navigation Safety and International Division, Australian Maritime Safety Authority, current Chairman of the Human Element, Training and Watchkeeping (HTW) Sub-committee of the IMO Maritime Safety Committee.
4. Panel discussion to identify what is navigational competence, chaired by Sarah Derrington, Adjunct Professor at the University of Queensland, a Barrister specialising in maritime law and co-author of *The Law & Practice of Admiralty Matters* (OUP 2007).

All sessions had quality input from very experienced speakers and in this brief article it is not possible to describe all, nor do justice to the very good discussions that followed the presentations.

In setting the stage with his keynote address Christopher Rynd defined competence as *That combination of knowledge, attitude and ability including that of confidence built on practical experience, in order to act.* To achieve the fundamental objective of consistent safety in the face of constant change, development has moved from technology, through systems to culture, as illustrated above:



Attributed to P Hudson/Safety Science by permission of 'Rightslink'

Christopher stressed the need for planning, for a culture of open communications, function rather than rank based officer teams, and coaching and mentoring to constantly improve competence within a culture of safety. That the navigator needs to maintain a sense of unease in the knowledge that 'the system' is not intrinsically safe, was reinforced by an informal comment that the heavy responsibility of a master, especially one with several thousand passengers and crew on board a very large and powerful vessel, demands 'chronic anxiety'.

Christopher was in command of QM2 when the photo below (not used during the seminar) was taken of her rendezvous off Portland Victoria in 2012 with the replica of Cook's Endeavour; QM2 circumnavigating the world and Endeavour circumnavigating Australia.

These two ships are an excellent illustration of the enormous changes over almost a quarter of a millennium. Impressive technological development, but, one wonders, are 'the ordinary practices of seamen' which ensured survival aboard 'Endeavour' any better today – situational awareness, maintaining a proper lookout,



Photo by James Morgan

proceeding at a safe speed ...? The navigator assessing the situation electronically in the air-conditioned, enclosed bridge of a modern ship is surely better at assessing the navigational risk than the man on the open deck of a sailing ship – but is he - or she?

The high level of interest in the topics and participation in the discussions were indicative of deep concern that the accelerating impact of technology on ship operations was not being reflected in meeting human element needs. San Francisco Bay Pilot George Livingston, while commending international efforts to use even more powerful technologies and processes in marine transportation, rued the lack of engagement of the 'end user', the seafarer. 'No endeavor to make marine transportation safer (at any level) will succeed without the broad effort and 'buy-in' of mariners internationally.' George used the photo below of a tanker common in the 1960's alongside the giant 1970's built Shell 'B Class' to illustrate the enormous change.

As a Bay Pilot George has everyday experience of working with the international seafaring community, often in dense fog and strong currents, and to experience directly that all is not well on many of the ships calling at San Francisco.

With the needs strongly expressed and the 'human element' now receiving more attention at IMO (the presence of Brad Groves, the current Chairman of HTW, was particularly welcome), the seminar concluded the two days of debate with an outline of a statement to be prepared by the Nautical Institute for further consideration. The following points for inclusion in the statement were agreed:

Conclusions and Recommendations

1. A safety culture can be instilled through a focus on functions rather than positions or rank. This takes a conscious effort for all persons involved in the shipping industry (ashore and afloat).
2. A review of the ISM should be undertaken to recognise the dynamic nature of the maritime environment. The existing process for providing feedback should be used to improve the company's safety management.
3. There is a need for properly researched and designed command centres. The Institute should consider taking a leading role in the development of properly researched bridge design and ergonomics as the conduit for subject matter experts, noting the similarities in design for other areas of operation on the

vessel (command centres). This leadership role may expedite progress.

4. Equipment on vessels needs to be designed with the human operator in mind. Human centred design guidelines are required to enable effective human-machine interface and a more consistent approach.
5. The Institute's concept of a 'standard mode' or 'S-mode' should continue to be pursued in the appropriate international forums. Once agreed, industry funding for the research and design phase will be required.
6. A two-way approach to mentoring is an important factor in continuing professional development. The '10 minute challenge' is an effective initial approach. The Institute should consider setting up a mentoring data base system.
7. Whilst recognising that leadership and management training is included in STCW, there is a need to include more soft skills in the ongoing training programs to better prepare candidates for management and leadership roles.
8. There is a need for the Institute to revise and provide the Command Diploma Scheme to help individual seafarers prepare for command.
9. Recognising the provision of maritime education and training (MET) does not appear to be adapting adequately to the changes in the industry and its competence needs, the Institute should consider initiating the establishment of a group of experts to review and identify the gaps and make recommendations to assist in further development of effective maritime education and training.
10. Recognising the importance of ongoing development, the Institute will continue to incentivise CPD through industry partnerships.

These are to be discussed at four more Command Seminars this year – in London, Cyprus, Glasgow and Manila.

At the 2014 Annual General Meeting, held during the second day of the seminar, the growing international role of the London based Nautical Institute was evident. Sivaranam Krishnamurthi of India concluded his demanding but successful two-year period as President and passed the Presidency to Robert McCabe of Ireland.

It was a privilege and a pleasure to represent the Global Maritime Education and Training Association (GlobalMET) and to participate in the seminar and annual general meeting.



Maritime Environmental Pollution Prevention UNEP and IMO MARPOL Annex V



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Introduction

For a long while, many people believed that the oceans could absorb anything that was thrown into them, but this attitude has changed along with greater awareness of the environment. Many items can be degraded by the seas - but this process can take months or years. Persuading people not to use the oceans as a rubbish tip is a matter of education - the old idea that the sea can cope with anything still prevails to some extent but it also involves much more vigorous enforcement of regulations such as Annex V.

Annex V of the MARPOL Convention aims to eliminate and reduce the amount of garbage being dumped into the sea from ships. Its terms include all kinds of food, domestic and operational waste that are likely to be disposed of during the normal operation of the ship.

Amendments to Annex V were adopted by resolution MEPC.201(62), which entered into force on 1 January 2013. The revised Annex V prohibits the discharge of all garbage into the sea, except as provided otherwise. For example, Annex V totally prohibits the disposal of plastics anywhere into the sea, and severely restricts discharges of other garbage from ships into coastal waters and "Special Areas".

An overview of the revised MARPOL Annex V disposal/discharge provisions are detailed in MEPC 201(62), (resolution MEPC.219(63)), (resolution MEPC.220(63)).

The special areas established under Annex V are:

- ➔ the Mediterranean Sea
- ➔ the Baltic Sea
- ➔ the Black Sea
- ➔ the Red Sea
- ➔ the Gulfs area
- ➔ the North Sea
- ➔ the Wider Caribbean Region and
- ➔ Antarctic Area

These are areas which have particular problems because of heavy maritime traffic or low water exchange caused by the land-locked nature of the sea concerned.

Ship's garbage from ships can be just as deadly to marine life as oil or chemicals. Although many items can be degraded by the sea the process can take more than a few months or years. For example, a plastic bottle can take centuries to dissolve at sea.

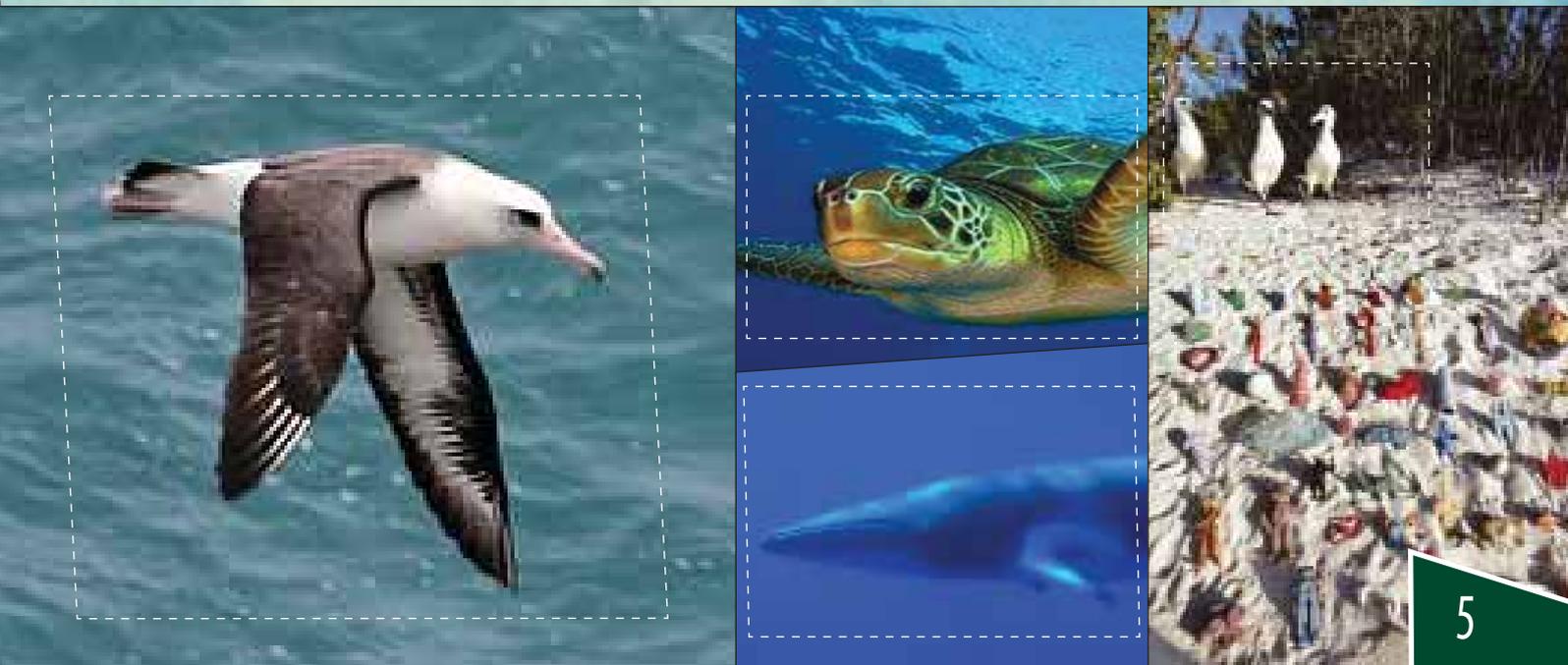
Under the revised MARPOL Annex V, garbage includes all kinds of food, domestic and operational waste, all plastics, cargo residues, incinerator ashes, cooking oil, fishing gear, and animal carcasses generated during the normal operation of the ship and liable to be disposed of continuously or periodically. Garbage does not include fresh fish and parts thereof generated as a result of fishing activities undertaken during the voyage, or as a result of aquaculture activities.

Garbage Litter from Ships and Other Polluting Sources

Every year, large amounts of litter enter the sea. As plastics are particularly durable, the mass of plastic debris in the world's oceans is steadily increasing – often with fatal consequences for countless sea creatures. Microscopic breakdown products from plastics, which scientists have only recently started to study in detail, may also pose a threat. Although the problem has existed for some time, there is still no effective strategy in place to turn the tide on marine litter.

The amount of litter in the oceans is constantly increasing. Much of it degrades very slowly. Plastic bottles and nylon fishing line are particularly durable. Although many plastics break down into smaller fragments, it will take decades or even centuries for them to disappear completely.

The amount of floating oceanic debris is immense. However, it is thought that around 70 per cent of the litter eventually sinks to the sea floor. The worst-affected areas are the coastal waters of densely populated regions or regions with a high level of tourism, such as Europe, the US, the Caribbean and Indonesia. In European waters, up to 100,000 pieces of litter visible to the naked eye were counted per km² on the sea floor. In Indonesia, the figure was even higher - up to 690,000 pieces per km².



A few type of the litter is harmless, but some of it is responsible for marine mammal deaths. Seals and otters, for example, which feed on fish, crabs and sea urchins on the sea floor, are frequent casualties.

Ghost Nets - The Silent Killers

Derelict fishing gear – known as “ghost nets” – poses a particular threat to marine wildlife. These are nets which have torn away and been lost during fishing activities, or old and damaged nets that have been deliberately discarded overboard. The nets can remain adrift in the sea and continue to function for years. They pose a threat to fish, turtles, dolphins and other creatures, which can become trapped in the nets and die. The tangled mass then snags other nets, fishing lines and debris, so that over time, the ghost nets become “rafts”, which can grow to hundreds of meters in diameter. Some of these nets sink to the sea floor, where they can cause considerable environmental damage. Propelled by currents, they can tear up corals and damage other habitats such as sponge reefs.

Micro-plastics: Tiny but Still a Threat

For some years now, scientists have increasingly turned their attention to what remains of the plastic debris after prolonged exposure to wave action, saltwater and solar radiation. Over time, plastics break down into very tiny fragments, known as “micro-plastics”. Micro-plastics are now being detected in ocean waters, sand and sea-floor sediments all over the world. These tiny particles, just 20 to 50 microns in diameter, are thinner than a human hair. Marine organisms such as mussels filter these particles out of the water. Experimental analyses have shown that the micro-plastics accumulate not only in the stomachs but also in the tissue and even the body fluids of shellfish.

The implications are still unclear, but as many plastics contain toxic substances such as softeners, solvents and other chemicals, there is concern that micro-plastics could poison marine organisms and, if they enter the food chain, possibly humans as well.

The Laysan albatross (*Phoebastria immutabilis*) is also affected by the litter in the North / North West Pacific Ocean, as these

birds mistake the brightly coloured plastic for food and ingest it. These types of objects are typically found among the stomach contents of albatross and can cause the death of many of the affected birds.

Raising Awareness: The First Step Forward

The fact that marine litter garbage is a problem that must be taken seriously is only gradually being recognized. The United Nations Environment Program (UNEP) has therefore launched an intensive publicity campaign in an effort to raise awareness of this critical situation. Its main focus is on working with non-governmental organizations and government agencies to improve the situation at the regional level. This includes promoting the introduction of regulations and practices that in many cases are already the norm in Western Europe, such as waste separation systems, recycling, and bottle deposit-refund schemes. Various litter surveys have shown that much of the debris found in the North Sea, for example, comes from shipping rather than from land-based sources. However, the situation is reversed in many countries of the world, where waste is often dumped into the natural environment without a thought for the consequences and, sooner or later, is washed into the sea. In these cases, shipping plays a less significant role. UNEP is therefore emphasizing the importance of efficient waste management systems.

UNEP also supports high-profile, media-friendly clean-up campaigns such as the annual International Coastal Cleanup (ICC). It is interesting to note that every year, volunteers, especially including children and young people, clear litter from beaches and riverbanks. The main aim is to raise young people's awareness of the problem of global marine litter. In 2009 alone, around 500,000 people from some 100 countries took part in the ICC. Before all the litter is disposed of onshore, each item is recorded. Although the data collection is carried out by laypersons and may therefore contain errors, the International Coastal Cleanup nonetheless provides a very detailed insight every year into the worldwide litter situation.

Indeed, surveying marine garbage litter i.e. regular monitoring is an important tool in assessing how the situation is developing.



In various regions of the world, professionals have been recording the debris found along the coasts for many years. In the north-east Atlantic region, for example, a standard methodology for monitoring marine litter was agreed to by the Contracting Parties to the Convention for the Protection of the Marine Environment of the North-East Atlantic (OSPAR Convention), and this has been in effect for around 10 years. Using a common, standardized survey protocol, 100 meters stretches of around 50 regular reference beaches in the north-east Atlantic region are surveyed three to four times a year. It was this monitoring activity that found that the debris in the North Sea mainly comes from shipping.

Turning the Tide against Garbage Litter: The Future Scenario

Experts agree that the littering of the seas will only stop if the entry of waste from land-based sources can be controlled. According to UNEP, this means that numerous countries will have to develop effective waste avoidance and management plans. At present, the prospect of this happening seems somewhat bleak, especially given the vast quantities of waste involved. Environmental awareness-raising and education would therefore appear to be a more promising approach. The popularity of the International Coastal Cleanup program is an encouraging sign that there is growing recognition, around the world, of the need to prevent littering of the seas.

To address the problem of ghost nets, UNEP is calling for stronger controls, which would involve fishermen being monitored and having to log the whereabouts of their nets. Work is also under way to develop acoustic deterrent devices for fishing gear that can, for example, alert dolphins to the presence of nets. Litter scheme being set up in Scotland and Scandinavia is another positive example of action being taken. Fishermen and port authorities have joined forces so that debris caught in fishing nets can be disposed-off correctly onshore. Instead of throwing the litter back into the sea, the fishermen collect the debris on board and bring it back into port. Recycling schemes for old fishing nets are also being developed. In all probability, the global problem of marine garbage litter can only be solved through numerous individual schemes such as these. However, without a concerted effort by the international community as a whole, the problem is likely to continue.

(Info Source: IMO, UNEP, World Ocean Review)



Mobile devices: What every educator and user needs to know!

by
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I'm extremely excited to be back and writing about mobile devices (MD); anywhere, any time! While e-learning is definitely more than possible on MDs with applications (Apps) such as Moodle Mobile, Google Apps for Education (GAPE) and many more from Google Chrome and Internet Explorer, this article pretty much explores the MD's many other possibilities users should know! For example, this article was written entirely using a MD, Office Suite Professional and add ons. It's been a number of months since I've written anything to do with e-learning or MDs and there's just so much to talk about – so let's get started!



Mobile applications that rival the PC

Figure 1 - Mobile applications now rival PCs

Earlier GlobalMET Newsletters spoke in some detail about recommended parameters for MDs, i.e., lots of RAM (1-2GB), high-end quad processors (quad 4), tons of internal memory (at least 8GB, 16GB better) and several hours of battery time; these articles also reveal a treasure trove of e-learning and MD specifics for those involved in projects or just plain interested to venture into the realm of anywhere, any time MD communications. Case in point, as witnessed on the mobile App TED video, How mobile phones can fight poverty, helped to connect over 80 million Bangladeshi, his apifny being "...communication is productivity, Quadir (2014);" knowing this, one would assume most people and organizations could exploit increased productivity, right?

Personally, I've always considered myself to be a little geeky when it comes to computers and electronics – many of my friends and colleagues may attest to this fact! My love of computers most likely stemming from the first eleven years in the U.S. Navy serving as an electronics computer technician on board nuclear submarines; Something a mentor once said many years ago that always stuck with me, "always stay current and you'll always have a job." This advise has always served me well and has also guided my vision quest and work ethic in general! A former commanding officer on board the guided missile cruiser USS GETTYSBURG (CG-64), also drilled home that – "...progress is the product," and any less would not be tolerated! Applying these models to e-learning and computers, this kind of thought process is where one's head has to be in order to really master the many digital skill sets required to thrive in this anywhere, any time MD environment/venue. Of course not everyone has to take the same path, but It's serious business with far reaching implications for the social, political and economic fabric of the global community at large; MD communications is the "great equalizer"! Third world countries can potentially exponentially spring ahead of complacent world class countries!

In the beginning, like many, the Desktop PC and laptop were the primary development and work tools for a host of what I believed to be at the time innovative digital skills; office productivity software; building websites

on both intranets, laptops and hosted sites; and developing skills ranging from any number of venues using what I'll now call "non-mobile computers and devices" (NMD); Are you or someone you know stuck on only using NMD (PC or laptop) and not maximizing progress of self and the organisation as a whole? The issue of return on investment (ROI) will surely come up as a factor, be manipulated by executives with their own agenda, but as was pointed out – the bottom line is that increased communication is increased productivity!

After an incident involving my laptop, the Samsung Galaxy Note 3 played a pivotal role creating synergies and increasing productivity beyond that previously imagined, figure 1 depicts. One could not conceive all that is available for productivity on MDs for both the individual and the organisation savvy enough to harness and unleash unparalleled digital opportunities (DO)! At last count, I had no less than 128 applications of DO and any number of unsaid direct web opportunities using MDs; e.g., making and hosting mobile webpages and content on both the MD and hosting site; bringing the learning management system (LMS) Moodle to one's Smartphone while communicating with the full hosted version on-line; or use of the HDMI feature or MD enabled flat screen TV options; To speak about all the discoveries couldn't be covered here, however, here's a sample of my favourite top 20 as shown in figure 2 – as 10 is not enough:

App	Description	Stars	Remarks
1	Kaspersky Mobile Security v 9.10, high security including phone location and SIM Card lock	****1/2	
2	Office Suite Pro	****1/2	Must buy addons
3	Mobile Banking	****	some limitations
4	Safari To Go	*****	limited downloads, but reading excellent
5	Astro On The Go	*****	Dependent on subscriber package
6	Npr News	*****	free hourly news, topics and programs
7	GPS Status	****	can do waypoints and RADAR
8	Samsung Apps	*****	Invaluable
9	English Grammar	****	has study guides
10	FOREX	****	multiple comparisons and cross rates
11	FL Studio Mobile	****	imports to full PC version
12	Adobe Reader	****	
13	Cam Scanner Full Version	*****	Conversion and sharing available
14	VidCon	*****	No video problems
15	Agoda	****	Must have trip planner
16	Chord Bot	*****	Imports into FI Studio
17	Cardiograph	****	Uses light from camera
18	CNN	*****	
19	ConvertPad	*****	It's all here
20	Mix FM Radio	****	

Figure 2 - Top 20 applications on my mobile device

Summarizing, the longer one waits to acquire that MD – the longer one will be behind on important MD digital skills, increased productivity and by projection, one's own future outcomes; If you've already purchased one, then unleash its potential and learn its digital opportunities today! Don't wait for the organization to dictate future outcomes for you! For if one can truly see the future one deserves, it will happen for you! One thing is for sure, it won't happen on the "dinosaur" computer sitting on the desktop or its close relative – the laptop. Don't get me wrong, everything has its place and I'm grateful and appreciative of all the opportunities given to me, but some relics just belong in the museum for sure! Don't become a relic, stay current!

References

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Good Practice of Seaman

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What is a Good Practice?

It is mentioned twenty (20) times in the International Convention for Preventing Collision At Sea 1972 (COLREGS). In fact, it is one of the only Conventions that uses the term. It is vague and opened to interpretation. It is also based on the customs and traditions of seaman from all over the world. Legally, the court will decide what constitutes good practice and seamanship.

Neglect of any precaution which may be required by the ordinary practice of seaman i.e. good practice of seaman is unacceptable under COLREGS.

Action taken to avoid collision, is based on amongst other things, observance of good seamanship, i.e., good practice of seaman.

For example, if the circumstances of the case permit, avoid crossing ahead of the other vessel is based on good practice of seaman.

If the circumstances of the case permit, avoid impeding the safe passage of a vessel constrained by her draught is also based on good practice of seaman.

The good practice of seaman or seamanship is the hall mark in ensuring safety of navigation.

The good practice of seamanship also helps to ensure the safety of cargo. Seaman have a duty to ensure safe carriage of cargo whilst it is in transit. Duty of care is part and parcel of the seafarer's responsibility; this mindset should have been developed during the formative years at maritime academies.

Routines in maritime academies are to familiarise students with the concept of duty and care. It is the duty of students while in attendance at the academy to observe the Code of Conduct at all times, and by extension - adhere to it there after!

Respect people, the environment and public property. With such a mindset, the maritime community will be able to elevate their maritime academies to greater heights. As such, seafarers everywhere will be able to conduct their duties more efficiently and effectively since each and every one carries out their duty as expected.

Good practice and seamanship ensures safety of life at sea and is in keeping with the highest traditions of seamanship, commitment and duty; All parties working in close-cooperation helping to ensure that the ship is seaworthy; Ship-builders, classification societies, shipping companies, under-writers and administrations are all involved in ensuring standards of designs are sufficient for the environment in which the ship is expected to be exposed to. A sense of duty and responsibility ingrained since cadetship will ensure that seafarers maintain their ship as per plan while at sea.

Good practice and seamanship will help to ensure the safety of the ship at all times. Keeping a proper look-out is a daily routine at sea and another excellent example where good practice and seamanship are expected. All shipboard activities and operations, rather routine or emergency, are expected to be conducted in accordance with procedures and performance to requirements; only of course if this is developed and enforced amongst students during their formative years in maritime academies!

Other examples of good practice and seamanship are the daily weather observations done by students on campus that help to raise the level of situational awareness amongst them. It is a norm and practice to send and receive weather reports at sea that help to warn other vessels about the current situation.

Good practice and seamanship also helps to ensure the health and welfare of seaman. We must care and be sensitive to each other's need, if we respect each other and the sea - it will be returned in kind! We

discharge our duties in order to meet legal and moral obligations. Additionally, the Maritime Labour Convention (MLC 2006) is a means of ensuring standardised practices all over the world. Bonding amongst students in maritime academies will expand their affective domain and encourage them to work, live and have fun at the same time. They will in turn be able to demonstrate that same spirit of care while serving on board.

On campus, students are required to maintain cleanliness of their classes and hostels; they observe personal hygiene similar with the practices on board; and the same goes with foods prepared and served on board. All of the aforementioned are to condition students with the environment and demands expected of them while at sea!

Green environment practised on campus require students to segregate garbage according to classes: food waste, plastic and metal. Once at sea, they will be able to comply with International Convention for the Prevention of Pollution from ships (MARPOL) requirements pertaining to garbage.

Routines in maritime academies should enhance the bonds between students and create a sense of belonging and community. Close cooperation amongst students will develop the spirit of care for each other and the academy. Respect for the law and traditions are the mark of a mature society. It portrays the image of care for each other rights and responsibilities. A caring society is the building block for a successful enterprise at any level.

Good practice and seamanship is all about affective domain. Routines in maritime academies will discern those with and without such traits. Some need more time to care for others. It is a concept conceptual too alien to them, work is not fun for them and even good and bad are too subjective for them.

Good practice of seamanship are vital, universal and indispensable skills even while working ashore!

Based on 2010 Gard's loss prevention programme, good seamanship is to:

- take pride in your ship
- train and improve from lessons learned
- keep your ship clean and tidy
- know the condition of your equipment
- monitor your vessel's movements when at anchor
- plan your arrival and berthing
- monitor the strain on your mooring lines
- share knowledge with the less experienced
- know your vessel's limitations
- call the Master when in doubt
- exercise proper cargo care
- be aware of your pilot's intentions

Good seamanship and leaders are inseparable!

In October 2013 Newsletter, I emphasised the need to strengthen the affective domain in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978. Maritime academies are great workshops for students to practice affective skills such as duty of care.

Maritime academies need to weed out all the bad seaman from going out to sea. Bad seaman will compromise safety and security of the ship. Some just do not have the talent nor inclination to be a seaman. They do not have the eye for detail! Assessments are therefore, effective tools in helping to ensure only competent personnel are allowed to pursue a sea-going career.

Good practice and seamanship are developed, discharged and displayed, based on skills nurtured in maritime academies and perfected at sea; science and art.



Singapore Nautical Institute and Nautical Institute 3rd Forum on STS Best Practices

Singapore Recreation Club, 26 June 2014

Rod Short, Executive Secretary, GlobalMET

This third forum in the series on best practices in ship-to-ship (STS) transfer operations inaugurated in June 2013, dealt with a number of key issues associated with the need for high levels of competence in this sector of the shipping industry, which has established a very good record for safe and efficient operations. It was a privilege to be able to participate on behalf of GlobalMET, to describe some of GlobalMET's activities and explore how we might assist further with the provision of the awareness raising and quality training essential to ensuring maintenance of the very good record.

The number of transfers is increasing and there are now some 300 per month in Asian waters. There are of course many being done elsewhere in the world. Though not permitted in Singapore waters, many STS operations are conducted in adjacent waters in Singapore and Malacca Straits and the South China Sea. Each operation requires high levels of professionalism in manoeuvring the ships involved so that they are brought together, either at anchor or underway, in connecting them up, in transferring the cargo and in unmooring. The risks involved must be thoroughly understood and addressed.

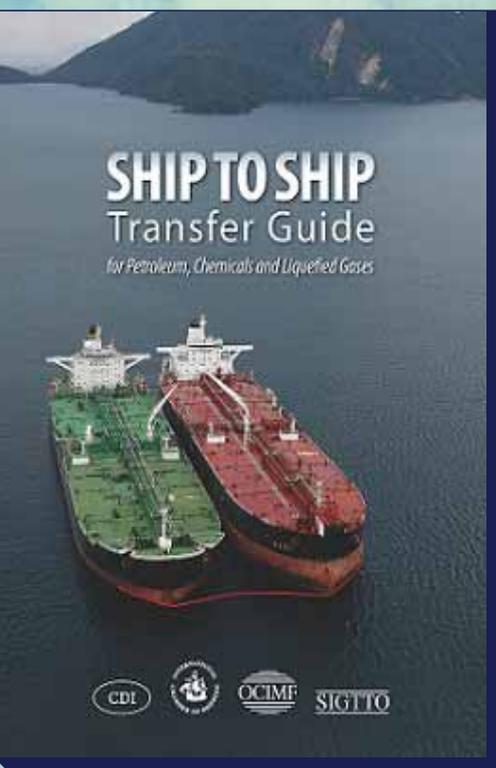
An area of concern mentioned is the growing use of chartered vessels with crews with little or no experience of STS operations. Many tanker masters able to carry out routine duties efficiently have not had to place their vessel alongside another ship. The ships involved in STS are frequently large, with 'mother' ships heavily laden and preparing to discharge cargo into light 'daughter' ships with high freeboard. The operation needs shelter and little swell and, if done underway, ability to maintain a steady course and steerage way. Proximity to a port able to provide tugs, equipment and services is also usually necessary.

For the transfers of MARPOL Annex 1 cargoes, the role of the POAC (Person in Overall Advisory Control) is crucial. That person may be an STS Superintendent or one of the Masters involved (generally the Master of the Manoeuvring Ship). An STS Superintendent is a person designated to assist a ship's Master in co-ordination and supervision of the STS operation, which does include mooring and unmooring and the cargo transfer operation. Of course the Master on each ship retains responsibility for his ship, but for many Masters the assistance provided by the POAC and Superintendent must be a great relief.

In addition to the presentation on GlobalMET, there was a presentation on the pneumatic fenders essential to keeping the ships apart during STS operations. The design, materials, structure, equipment, maintenance and storage of these fenders was described in detail by Mr Sony Thomas, Senior Vice President of IRM Offshore and Marine Pvt Ltd, a 50 year old rubber engineering products and services organization in India, catering to the ship building industry, maritime infrastructure, offshore oil drilling platforms and naval establishments. The largest of the pneumatic fenders are of diameter 4500 mm and length 12000 mm and weigh 9000 kgs.

The presentation on near misses by Capt Jasdeep Bawa of Shipload Maritime Pte Ltd, a Singapore based 25 year old internationally established company specialising in STS and other specialist services, gave rise to discussion on what a near miss is, the importance and lack of adequate reporting, reluctance to report and the common causes of near misses. Lack of safety awareness, outdated procedures, unsafe or damaged equipment, human error, lack of training, complacency, were among the causes mentioned. An interesting comment was that while navigators are trained to avoid the close-quarters situation, when manoeuvring for an STS operation, they are intentionally creating a very close-quarters situation! Capt Bawa gave a strong call for improvement of near miss reporting.

The rapid growth in ship to ship transfer of cargo is likely to continue. With the rapid development of the technology, more operations afloat, particularly those associated with the oil industry, are likely to be done at sea rather than in refineries and other plants ashore. The enormous 488 metre Shell 'Prelude', a floating liquefied natural gas (FLNG) vessel, the largest floating structure ever built, soon to start operating some almost 500 km off Broome in north-western Australia, is indicative of future operations in which STS will be an essential part.



Critical Thinking in Education

By
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Picking up on 'critical thinking' which was mentioned in the paper on 'The Gap', the following is a critical look at 'critical thinking'.

To be able to think critically on anything, there must be some basic facts that have already **registered itself in the mind**. The less you know, the more you are likely to make a mistake in decision making. Having said that, some know a lot but still make mistakes. Do they 'think critically'? Yes they do. The problem is that the minds of humans are also cluttered with a load of garbage from an imperfect world.

We commonly hear these days that students cannot 'think critically'. Actually, this is not entirely true. What a student does not 'understand' and therefore does not like will not be thought about much, critically. If students understand and therefore like their study material, they will most likely 'think critically' about it. When one is not a fan of golf, it would bore him to watch it and therefore the only thinking that will happen about golf is "what a boring game". If golf was taught in school and one was disinterested, he might be labelled as one without 'critical thinking'. Is that justified? We can be taught by the best teacher in the world but when a student is not interested, he is just not interested.

There needs to be an evaluation of what is being fed into the mind and that evaluation is not just of the sensory aspect but also of the moral aspect. Those who 'know' a lot, still do make errors in judgement because the mind might be clouded with 'knowledge' that might be considered not morally right. The two million stolen by a manager yesterday, would or should further corrupt decision making in the days ahead – because of garbage 'knowledge'. Do we realise that to pull off a successful heist, requires 'critical thinking'. The question is; where did the 'knowledge' to pull off the stunt come from? The answer or answers to that question are simple, it does not all need to be stated here because they are numerous. It could be from something as innocent as watching a reality game show or as obvious as being influenced by a corrupt peer or friend.

The key word is interest and in some cases, it could be desperation – Necessity is the mother of invention!!!???. If a person is interested in something, he will think critically about it. The problem with education now and has always been the case, is that students cannot and do not make a connection between what is being studied and what they would like to be in the future. That being said, there are loads of examples of people who do make the connection but still end up being a failure in society. Why? There is no fear of consequences for irresponsible action in the minds of men. Irresponsible action comes from minds that are also embedded with garbage.

Schools or institutions can only supplement what is being taught at home. The moral compass of a person should be constructed at home. Parents cannot and must not abdicate this responsibility and expect schools to repair the damage although schools do have a role. When the moral compass is malfunctioning, it affects learning ability.

Modern education's assertion is that the brain and the mind are one and the same thing. **Nothing can be further than the truth**. If this assertion was true, parts of Einstein's brain which is being studied today could be fitted onto somebody who is living today and he would be as smart as the genius. **However, this has not happened**. The very fact that there is a statement like "**we use only 10% of our brain**" is proof that 'we' and the 'brain' are separate.

Who are we? The way a car is driven portrays the character of the man driving it. The man leaves the car, the car is dead. The intelligence behind the car has departed. The human brain's development is dependent on what the **occupant** of the body 'decides' to feed his organic body with. The brain is activated by the mind. The mind is the '**we**'. Fear is of the mind and not of the brain. When fear acts on the mind, the brain is activated to **respond** to that fear. Thoughts are of the mind and not of the brain. Stable minds produce responsible actions and **it is not stable brains** that produce responsible actions although the brain too needs to be in optimum condition for correct bodily response. The mind responds to consequences and not the brain. The brain responds to what the mind thinks about. The assertions that we only use **10% of the brain & the mind and the brain are one** are all from the field of science and **they contradict each other**. The second assertion would take education into planet utopia while the first assertion could possibly lead to better days for a student.

With reduced sea-time, completing the Training and Record Book (TARB) is a big challenge. We need to ask ourselves this: Why isn't our comprehensive TARB effective in producing Officers the industry desires? Failure must lead to **desperation** and desperation must produce individuals who will say to themselves "I had enough of not doing this task satisfactorily. The officer is not happy with my performance. I must learn it properly and convince him that I know this task well". With increased sea-time, there will be a delay in putting attesting signatures on the TARB and the delay will bring about desperation which is sometimes a necessary component for success.



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