

Performance, Outcomes and Results
The MET Network with NGO Observer Status at IMO

GlobalMET

NEWSLETTER



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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Editorial

Appreciation

It is time to express many thanks to those who have assisted me in building and running GlobalMET over the past 20 years, without whose support it would not have been possible. Let us go back to the origins of the network.

Not surprisingly I needed money to start the network and I was strongly supported by a former Deputy Prime Minister of Australia. Now deceased, he suggested we prepare a proposal that we would take to Canberra and put before key politicians. We did and we succeeded. My thanks to Lance Barnard, who lived in retirement in Launceston and provided strong support for the Australian Maritime College.

It was then necessary to obtain the support of the major MET providers in the Asia Pacific region, so invitations were issued. The four conferences – in Dalian, in Suva, in Vladivostok, in Auckland – were hosted by the maritime training centres there and were well attended. In Hong Kong in 1996 we formed the Association of Maritime Education and Training Institutions in Asia Pacific (AMETIAP). Thanks are expressed to the heads and staff of the hosting academies and to those who attended and expressed strong support.

We drew up a constitution and an Australian not-for-profit company was registered. The network grew to over 100 members and beyond the bounds of the Asia Pacific region, so we soon changed the name to Global Maritime Education and Training Association, with the working name of GlobalMET and we registered GlobalMET Limited.

We wished to have a voice on behalf of maritime education and training at the International Maritime Organisation in London, but how to start? In 1999 a group of us was in London to see Mr William O'Neil, the then Secretary General of IMO. His advice was for the association to show that it could exist for a longer period and he suggested five years during which it would gain more experience, and then return. We did.

In 2006 I began lobbying for admission. Thanks for Chairman Pradeep Chawla I became an advisor to two delegations and attended IMO meetings in London and a meeting of the Maritime Safety Committee in Copenhagen. Our application for NGO Observer Status was to be considered by a working group to recommend new members, chaired by the head of the delegation from Nigeria. I wasn't allowed to attend the meeting, but the Chairman said that, if I would wait outside the room, he would indicate how things went when they concluded. I did and was greatly relieved when he gave me a big smile upon leaving the meeting room. Since then we have participated in all STW and HTW meetings. My thanks to the many people participating in IMO who have assisted.

Many of our members have assisted by hosting GlobalMET conferences, seminars and workshops. They have included GlobalMET in their own conferences. I have also visited many academies and have been warmly welcomed and treated with kindness. Visits have always been a pleasure and I am extremely grateful.

GlobalMET has been directed by an international Board of Directors, some of our directors having been there since the beginning. We have met in a variety of venues, regularly at six monthly intervals. Each director has given voluntarily of their time and has met the costs of travel. Also, since 2002, secretariat duties have had the assistance of Core Competency Marine Training of New Delhi, owned and directed by Sanjay and Shilpa Bugnait. My thanks to all directors and to Sanjay and Shilpa.

On a personal note, I was assisted by my late wife Valerie from the beginning of GlobalMET until she passed away in 2010.

It has been quite a voyage, but it is now time to retire and to hand over to Richard Teo who, as a director, has agreed to take over until a permanent replacement is found. My heartfelt thanks go to all who have assisted and I wish you well in future. Now I'll have more time to sit on the beach, look at the Pacific and think about it all!

By

Rod Short
Executive Secretary



Farewell

Reluctantly it is time to say farewell to GlobalMET, after 20 years as Executive Secretary. One cannot go on forever, much as I would like to serve more years. I've turned 80 and am beginning to feel tired. It is time for a younger person to take over my role, to bring in new ideas that will benefit the network and see it strengthen into the future as it assists the members and maritime education and training overall. Let us review the history, the existing situation and let us make predictions about the future.

Upon arrival at the Australian Maritime College in 1990 I saw that the previous Principal Captain Danny Waters had held a meeting of Heads of Asia Pacific regional institutions a couple of years earlier. Why couldn't those contacts be built into a network of Asia Pacific training institutions? I approached the Federal Government for money and, after preparing a project paper and a couple of visits to Canberra, was granted \$250,000 dollars to set up the Association of Maritime Education and Training Institutions in Asia Pacific (AMETIAP).

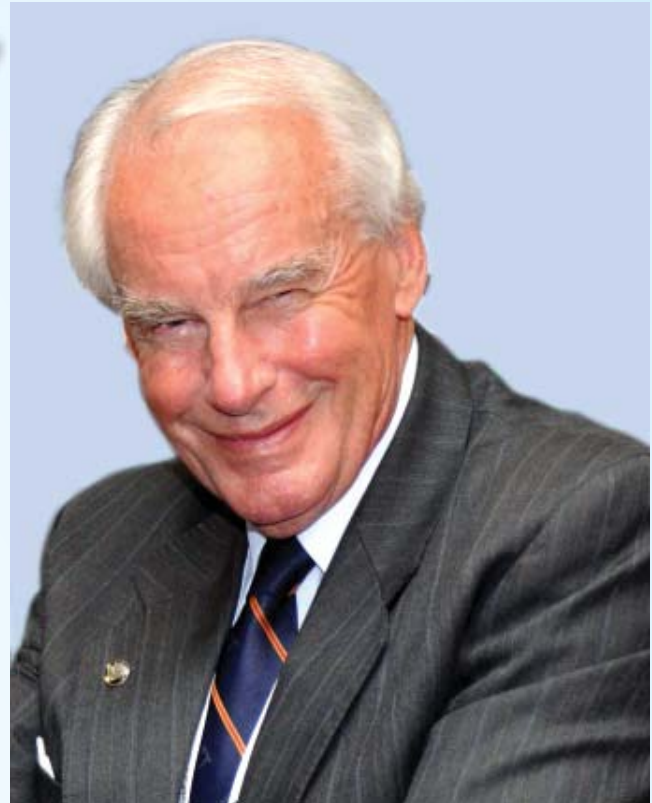
We held four conferences; at training institutions in Dalian in 1992, in Suva in 1993, in Vladivostok in 1994 and in Auckland in 1995. At the latter conference we passed a resolution to form the association in Hong Kong in 1996 – and we did, with 16 members attending. We appointed an international Board of Directors of nine with five elected for three years and four co-opted annually. Dr Swapan Das Sarma of Singapore Maritime Academy was the initial chairman. I was appointed Executive Secretary.

The network grew rapidly and training centres from outside the Asia Pacific region were joining. We contracted Core Competency Marine in New Delhi to assist me. They are still doing so. We began using the name Global Maritime Education and Training Association (GlobalMET) in 2002 in recognition that the network was world-wide. We introduced Associate and Individual Membership categories and soon reached a membership of 120 institutions and individuals in 34 countries.

We have assisted individual member institutions and held, in conjunction with the hosting institutions, many conferences, seminars and workshops. We have also participated in international conferences, particularly the annual Asia Pacific Manning and Training Conferences in Manila.

In 2006 we began lobbying for support for membership of the International Maritime Organisation. We were selected at a Maritime Safety Committee meeting in 2008 and endorsed by the General Assembly of IMO the following year. We have attended every meeting of the Seafarer Training and Watchkeeping (STW), Sub-Committee of the Maritime Safety Committee, which is now known as the Human Element, Training and Watchkeeping (HTW) Sub-Committee. We have sat on various working parties and drafting groups and spoken out about issues. We participated in the 2010 Diplomatic Conference in Manila, which amended the Standards of Training, Certification and Watchkeeping Convention.

We have spoken out at IMO, calling for a working group comprised of industry representatives and IMO to review maritime training and propose the improvements needed to ensure it was in step with the needs of the industry and with modern educational methodologies. We received limited support and were advised



that it would require a new working program of IMO, which has yet to happen.

Now, in 2016, membership has dropped from the peak by some 20% and maritime education and training, apart from delivery in a few advanced academies that are endeavouring to change, is in serious need of the introduction of new methodologies.

Maritime education and training is stuck in a lecturing and examination mode, with young people forced to listen to lecturers, often uninspiring, and frequently make their own notes. Many lecturers are poorly paid, retired seafarers and many have little interest in the material they teach. Many are elderly. I recall with a smile a female student at a conference in India referring to my use of 'Gen Y' and 'Millennials', by saying 'we think of you as Gen G – Geriatric!'

We have moved most of the period of training to shore based academies and often little is done during the period of compulsory sea service, which is now much reduced. In many cases there isn't the time, or the interest, on the part of the officers on board in training the cadets they sail with. I did a four-year cadetship at sea, with the masters and many officers supervising my studies. At the end of the four-year period I studied at a maritime school for three months and then sat and passed the Second Mate Foreign Going examination. I was well prepared to serve as an officer.

Now, with hard times affecting the shipping industry, a lot of cadets leave the academies and join ships that are short handed, with the officers having little time to assist their studies. They are often used as cheap labour – I was, I was used as deck crew, but it was also accompanied by an interest in my studies and by the officers on board. Seafaring was very interesting and we were given the chance to learn. We spent time in port and got ashore. I look back upon a very enjoyable four-year period. How many trainees now derive similar satisfaction? How many are able to go ashore for a reasonable time when in port? How many really enjoy their time at sea? The industry has changed and we need to adjust maritime education and training accordingly.

Maritime training should return to being done predominantly at sea, in the environment chosen by the trainee and in which he or she is training for employment. Cadets should have a period of pre-sea training ashore of perhaps three months followed by the majority of their time on board ship, during which they would be subjected to blended competency and outcome based on-line learning, their progress monitored by the officers on board and the academy at which they did their pre-sea training.

On-line material would be provided by the academy at which the cadet did the pre-sea training. Cadets could be issued with memory sticks on which the on-line learning is stored. Cadets would also be issued with Structured Shipboard Training Record Books which correspond with the on-line learning material and which must be completed and validated and signed by an officer and the master. At the end of the period of training the books would be presented to and inspected by the maritime safety authority which was to issue the certificate of competency.

This is where GlobalMET should be expending its efforts, in supporting the introduction of such material.

Technology is rapidly impacting ship operations but the risks of being at sea are still very much the same. The sea is still the sea. The training must include such risks and it must also look at using modern technology safely. How many are prepared to keep an effective watch at sea? How many know the collision regulations well? How many know the risks associated with loading many cargoes? How many can assess the stability of the ship?

In today's economic climate, making sure valuable crew are retained is an absolute priority. We need to address the demands of regulations and technology on the seafarer's skill set. More attention must be given to:

- ♦ crew competence and attitude
- ♦ leadership
- ♦ sourcing, and retention of crew
- ♦ cross training on different types of vessels
- ♦ cohesion between ship and shore
- ♦ role of technology in crew development
- ♦ regulatory updates and requirements.

There is now more concern than in the past about social issues on board. There is also concern about risk management on many ships, associated with:

- ♦ social life on board
- ♦ being trusted by peers and superiors
- ♦ being respected
- ♦ working in a safe and comfortable environment
- ♦ working in a well organised ship
- ♦ reducing bureaucracy and menial tasks
- ♦ being relieved on time
- ♦ eating properly
- ♦ connectivity, and

the cadet's training should take these into account.

These issues should be discussed at a GlobalMET conference of maritime education and training academies and other interested parties, held in the Asia Pacific region but open to all comers, the way ahead agreed and recommendations on future development of maritime education and training made to the industry and to IMO.

I am confident that GlobalMET after 20 years of 'life' will go into the future as a trusted association that bring benefits to it's members and to maritime education and training as a whole.

It has been a pleasure being associated with GlobalMET and its members. I wish you well. Farewell.

By **Rod Short**
Executive Secretary



What is a Learning Management System (LMS)?



The Chartered
Institute of Logistics
and Transport

FCILT
Chartered Fellow



A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-Learning) courses or training programmes.

Source: Wikipedia, the free encyclopaedia
<https://en.wikipedia.org/wiki/Learning...>

True or False?

Would you accept that the LMS is really a management tool system that will provide all the components of managing any form of operations whilst learning and doing, web-based, but not necessarily integral in the over worked expression e'Learning? "e" therefore has become a convenient and rather abused collective prefix for all things that may be computerised.

The reality is in today's context requiring speed and accuracy, the information communications technology (ICT) of your business, company, school, college, university and so on would have converted from the old hard copy methods to a paperless" computerised set up? All very nice to know what high level thinking people have used since time immemorial, has been hijacked by the nerds? And selling it as a new exciting innovation. Not at all because if you did not have an SOP with an LMS on hard copy before, then you should never have been in MET.

Not a laughing matter and very seriously, we are dependent on machines to tell us what, when, how, where etc., to do, work, learn, teach, apply, decide and so on. So seriously, one could not operate efficiently or effectively if our entire operations, traditional and non-traditional went back to pen and paper. Do I hear any challenges from the floor? Or have we become complacent and just allowing it all to happen? Caution, as this runaway train and in our case the shipwreck may well be around at the next waypoint.

It is imperative then, we be very sure about what an LMS is and what it can do for all of us, no matter where we are and what must occur to ensure the systematic management of continuing talent development towards the professional standards of knowledge skills and attitudes required of us at the work place. It is never going to be the touted acceleration to attaining the requisite competences in accordance with the standards per the STCW convention. Each and every learner is still required to produce the evidence of the volume of learning, doing and praxis in accordance with the laid down rules for assessment and evidence. Rubrics if anything becomes more rigorous than current practice of senseless memory based examinations that do not produce competencies. Most definitely the LMS does not substitute nor replace the teacher, mentor, coach and facilitator of delivering the learning. Their roles actually increase in responsibility and skills to ensure that the learners are not in any way disadvantaged. A greater and higher demand for effective communications are now tasked and the person facilitating the learning must be the master of the roles being trained for. He or she also must have the mastery, transferring the knowledge, skills and attitudes for the competent performance of the learner.

Why does MET need an LMS?

Does an LMS actually manage learning? If you review recent discussions from various sources, you will most probably conclude that in the true sense of managing, it doesn't. This is true of most systems that use the buzz terms, Performance Management, Talent Management, Training Management, Customer Relationship Management (CRM), etc. Most of these systems manage processes related to these areas.

- A CRM system cannot define a customer relationship, but it can help you manage a relationship better (in terms of access to accurate and complete information) which enables the users to make informed decisions.
- The same is the case for Performance Management — no Performance Management System can make a learner perform better,
- neither can a Talent Management System manage talent.

However, all these systems do one thing: they manage information and processes which enables the relevant set of users to make better decisions which, in turn, leads to an overall improvement.

These then applies to the Learning Management System. The reason why, is subtle, but important. The concept when sourcing an LMS is that the System is not a panacea for what ails maritime education & training (MET) and directly each training provider's MET learning and assessment strategy. The LMS is a system that assists and may improve learning outcomes when it is intimately and directly linked to the industry's broader learning strategy, if at all it exists. It is also important that the link and relationship to the jurisdiction's role and responsibilities are met exactly. Herein then lies the main obstructions as each jurisdiction go their separate ways in meeting the IMO and other conventions.

With these thoughts and information in mind, what then can we do to ensure that MET can continue to progress meaningfully, without blindfolds. These commercial blindfolds are well designed and are "herding" us into domains that many are convinced that it has become imperative to purchase an LMS to get ahead of the game. Really?

We must surely understand that the LMS does not do any more than the standard operating procedures, SOP of any institute or learning organisation encompassing various learning plans, strategies of curriculum that has offered in the past and still very much in most institutions. But these curricula and the methods used in delivering and the management thereof are more than likely as ancient as the original paper it was written on. Reviews are onerous, few and far between and seldom changed for the better as comfort zones prevail in the cultures that abound. The STCW is a perfect example as we crank full steam ahead, leaving the learning crew behind in the snakey wake.

So back to basics

Assuming that you are a bona fide institute of learning or an organisation that wants to be a learning organisation (not just any traditional company or firm), this is the minimum (no details at this time) you will need to operate an LMS:

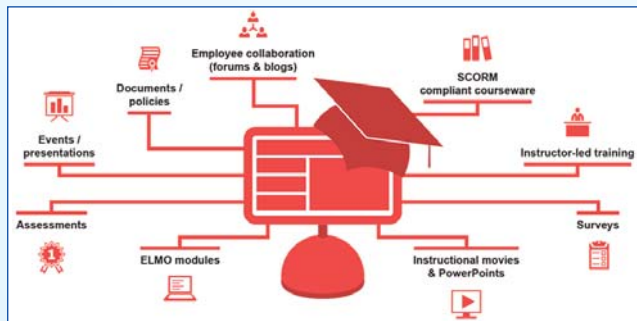
- User training programme, course and Registration (internal, external or both)
- Recruitment, enrolments and learners' administration. The term "students" continue to be used but should not be so distinguished to ensure that even top management participates
- Event management – learning or supportive to learning
- Rooms booking, recognised learning spaces, real time, virtual or mixed and resource management
- Case management – an often neglected component in most organisations
- Evaluation management – a suite of various methodologies and contexts that actually measures inputs, outputs and the relevant outcomes, progressive, continuously and observing the domains of learning and other associated components (Blooms, Krathwol, Reason, Revans and others)
- Content authoring
- Suite of approved, accredited or recognised courses and training programmes. Those without credentials may be included with the explanatory provisos attached.
- Accreditation and endorsements
- Learning pathways
- Assessments – not to be confused with evaluation
- Reporting outcomes, completions and necessary authentications, verifications, validations and so on
- Collaboration with community – integral needs analysis from consultations, participative enquiry etc.
- Standards and Compliance management – regulatory and non-regulatory
- Continuing Professional Development – across borders and levels.

By now you will recognise that the above are the components you always had in your standard Operating procedures, SOP, in order to attain registration and maintain operability of your institution to standards that may be applicable in your country's rules and regulatory conditions of being and institute of learning. It also forms the structure (construct) of your operations.

With each component there are rules and regulations that must be complied with, to name a few viz.,

- Essentials of Governance management with emphasis on financial control and management
- Corporate social responsibility
- Reporting to a central repository
- Quality training framework
- Qualifications framework
- Articulation of the qualifications across Higher Education and Industry needs
- Flexibility and transfer – learn anywhere, anytime,
- Approved Resources and links to knowledge and skills centres.

The Host Platform that must do all these and more is another challenge. Careful selection is integral to your success. Agreements must include trial and cooling off periods and recovery with well determined entry and exit conditions.



Source: ELMO- a minimum structure

A minimum construct is illustrated in above figure. It is not the complete answer to any of your needs, demands, issues and problems. It must remain live and changeable without difficulties.

Preliminary

The modern LMS that should become associated with MET will be adult education methodology (andragogy + heutagogy) where self determined and self managed learning becomes key features. Instructor led training will be minimised. Instead there will be more collaborative, and participative learning and doing. It will become the new normal. In reality, the learner controls his / her own learning as traditional pedagogy gives way to heutagogy, the embodiment of anragogy and media-based learning.

Recess and continuation in the next issue of the Newsletter

In the next installment we will begin the discussion on;
OUR GOAL,

"To create a place where learning professionals can share their knowledge, expertise and ideas to build a better industry – better learning experiences – for everyone."

What do we need in our LMS? We also must bear in mind the over -used term E'learning that supposedly will replace the physical approach. It does not and will not unless you forsake performance from experiential and critical evidence in your assessment rules and methodology. If you do then, not only will you produce incompetent people but certainly dangerous practitioners.

Perhaps readers wish to contribute. Innovation is born from the minds of thinkers and doers.

All thoughts may be directed to the Editorial Board and Executive Secretary at;
secretariat@globalMET.org
And the author -
richsteo@gmail.com

Some Learning Spaces



Figure 1 - From this archaic and didactic methodology



Figure 2 - Learning with a large group – sharing, collaborative, enquiry



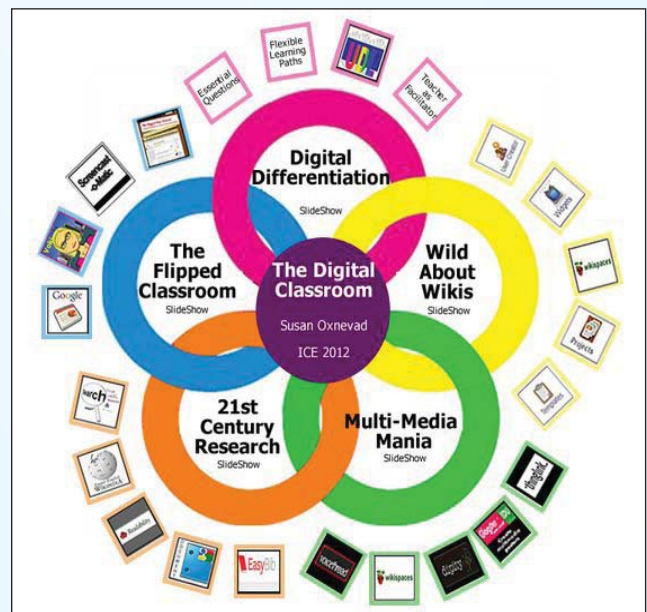
Figure 3 - To interactive use of media learning in small groups



Figure 4 - To interactive use of media learning in small groups



Figure 5 - Learning by heutagogy independently and with a friend, co-learner or with a physical facilitator. The facilitator can be in on-screen with several other learners



Source: ICE - The Digital Classroom

By **Capt. Richard Teo**
FNI FCILT MAICD

Resolution, to Accept Navy Sea Time for Merchant Sea Time When Taking STCW Ancillary Courses for the Purpose of Lecturing at Merchant Institutions



HAVING CONSIDERED, the intent of this resolution is to get Maritime Agencies, e.g., IMO to clearly disseminate guidance, e.g., in the form of a Marine Guidance Note (MGN), regulation, or appropriate instrument on lecturers appearing for STCW Ancillary Courses for the purpose of their sea time requirements; AND

CONSIDERING FURTHER, the esteem status of the United Kingdom (U.K.) as a reference, which it had been said at one time that the sun never set on the British Empire; for as long as the sun was up somewhere in the world, the British Flag was there also. They are one of the oldest and premier seafaring nations in the world. This was in no small part due to their naval power, tenacity and securing of the sea lanes of communication (SLOC); AND

NOTING FURTHER, according to reference, that the British refer to their merchant fleet as the Merchant Navy, and accordingly is the registry for merchant vessels in the U.K. and regulated by the Maritime and Coastguard Agency (MCA) and stated that King George V himself bestowed the lofty title of Merchant Navy on the merchant fleet after their exemplary service during World War I; AND

DECLARING, that nations in general could all take a page from the British model of seafaring and thus think about what the needs and objectives of a coordinated Merchant Navy and Navy fleet might be for a great nation. One goal would certainly be to ensure the sea lanes of communication, wherever they may be in the world, are secure for those vessels carrying the flag of said country; supporting their Grand National Strategy; AND

BEARING IN MIND, that the United States (U.S.) learned these hard lessons after the *American Revolutionary War* (1775 – 1783) and Independence (1776) from the British, refer *Treaty of Paris and Treaty of Versailles*. The newly formed Americas found themselves without a great fleet to protect themselves from the Barbary Pirates off the Coast of Africa after the Revolutionary War. In fact, they had a number of merchant ships and schooners taken by the pirates for ransom which they paid for years. The *Treaty of Alliance* with the French also came to an end after the war. The Americans had a couple of Frigates, literally, and could not protect trade or their way of life; AND

DEEPLY CONSCIOUS, that the American Continental Congress (formed 1774) after the war had little to no money to purchase any ships of means to protect themselves and the newly formed government; AND

FURTHER DEPLORING, that those days be forgotten to a nation's own peril; AND

DEEPLY REGRETTING, today, that the lessons and objectives of the past seem distant memories to most and thus today has resorted to repugnant tactics involving disdain and malfeasance between the Merchant Navy and Navy with reference to quality sea time, requirements and amounts to conflict and dysfunction

in orders of magnitude unbecoming of great seafaring nations; not good for the preservation of nations and the republic; AND

RECOGNIZING, that there is much that can be learned from all our seafaring past and one another in general if we engage the vision, goals and strategies of great nations before us. Together we stand, divide we fall; AND

NOTING WITH REGRET, however, recently while one prior Naval Officer working as a lecturer attempted to obtain a Certificate of Proficiency in Survival Craft and Rescue Boats, was put on hold until proof of sea time forthwith as randomly prescribed by the examiner before him, sea time done onboard a merchant vessel satisfactory to his liking; arguing that the Royal Navy (Navies in general) have too many exemptions in the STCW to count Navy sea time towards STCW courses; AND

NOTING ALSO WITH DEEP CONCERN, the examiner's audacious proposition that Naval Officers in general don't know enough about stability of their vessels nor cargo operations; suggesting acumen less than the great seafarers known to be and to history, as previously aforesaid; AND

OBSERVING, one need only look to the multitudes of merchant disasters, catastrophes and ask the troublesome question themselves as to quality sea time and seafaring acumen thereof; AND

TAKING NOTE, that the author has served onboard nuclear submarines, merchant vessels and navy vessels of various sizes and complexities, has an extensive perspective about not only sea time both on top of and under the mighty seas; have comprehension of the required culture to maintain the highest standards of exemplary conduct, acumen and resolve required of seafarers of the greatest nations of men, the United States of America; AND

COGNIZANT OF THE FACT, that, "...the sea has no mercy for the stupid and unprepared" (unknown), though it be Merchant Navy or Royal Navy. And, from where the author pens, the record on catastrophes fairs boldly in the affirmative towards the Royal Navy, in lieu of the Merchant Navy; witness the Titanic where over 1500 or so some odd souls perished; yearly the record of horrific tragedies has continued consistently around 110 catastrophes per year; confirming overwhelmingly the majority of catastrophes to be carried out by Merchant vessels; AND

ALARMED BY, the catastrophe of MV Dona Paz in December of 1987, Asia's Titanic, where apparently over 4,000 souls perished on a vessel designed at maximum to carry only 1,518 passengers not including crew. Is this the expertise of great seafarers and their knowledge of stability; AND

AFFIRMING, the saltiest Captains opinions, responded that this sea time argument is as old as the seafarers themselves and

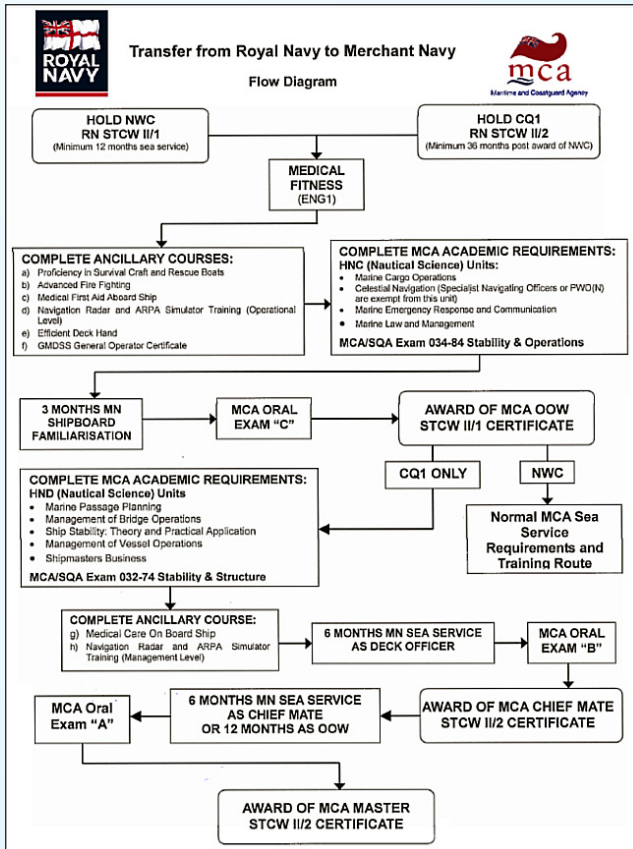


Figure 1 - Transfer from Royal Navy to Merchant Navy.
Source: Blackpool and Fylde College

was supposedly resolved back in the 1970s, but seems to have resurfaced of late to the detriment of Merchant Navies, Navies and nations. This is bigger than any one man, women or nations and goes to the heart of the making of great nations through sea power, commerce and trade; AND

HAVING EXAMINED, that U.K. MGN 092 speaks 16 pages with tables to the heart of this resolution, matter and suggests the fared line and approach to awarding STCW Certificates of Competency for those wanting to obtain Officer of the Watch (OOW), Chief Mate and Master, Figure 1 be germane; AND

NOTING FURTHER, MGN 092, represented in Figure 1., one can clearly see that to complete the Ancillary Courses like Proficiency in Survival Craft and Rescue Boats, Advanced Firefighting, Navigation and Radar and such, no such oblique requirement for sea time exists other than the basic 12 month's sea time profited already for Royal Navy candidates as required. The requirements for even 3 month's sea time is only relevant if the participant is a candidate for the OOW STCW II/1 Certificate of Competency; an additional 6 months and orals for Chief Mate; and finally, either 6 additional month's sea time for a Chief Mate candidate for Master or 12 months for an OOW candidate for Master;

BE IT THEREFORE RESOLVED, for lecturers who intend only to facilitate up to and including the Ancillary Courses mentioned in Figure 1., and MGN 092, additional Merchant sea time other than that already profited in their Navy need not be additional Marine Department sea time requirements. This taken from one of the most esteemed, highest and mature standard bearers there is in the world for such Certificates of Competency, the U.K. Merchant and Coastguard Agency. Before all men be ye present!

Reference

Blackpool and the Fylde College. <http://www.blackpool.ac.uk/blearning/royalnavy>. Accessed 03 June 2016. Taken from http://www.blackpool.ac.uk/sites/default/files/images/rn_flow_diagram.png

By **Iman Fiqrie Bin Muhammad** (LCDR, USN ret)
Lecturer, Malaysian Maritime Academy

Essential Thoughts in Training Delivery

Highlight

by
Iman Fiqrie

As an instructor, lecturer or training professional – one of the essential tasks is the transfer of learning outcomes to eventual intended results by learners on the job. As such, training professionals must learn the important learning theories and methods with which to successfully transfer that knowledge as intended; sometimes this means converting tacit knowledge into explicit knowledge; facilitating experiential learning or methods that entail reflection or other training methods. Much of this work requires more than a working knowledge of instructional design and methodologies such as ADDIE; from analysis of needs to design, preparation, delivery, facilitation to encouragement and motivation.

As far as learning theories are concerned, their importance in this process cannot be overstated! That of individual learning preferences such as David Kolb's four basic learning styles; the four elements of Ned Herman's brain based approach; and something called neurolinguistic programming (NLP) involving the visual, auditory and kinesthetic (VAK) aspects of learners. Nothing yet has been said of other skills such as use ABCD for objectives, Blooms' Taxonomy or Gaines Nine Events-- either way, training professionals must stay actively engaged in the field to help ensure their delivery stands the test for its intended purpose.

Navigation in Restricted Visibility - 'RV'



Continued from previous issue

The Beam direction versus overtaken: Rule 19(d-i) uses the term 'other than for a vessel being overtaken'. The term 'overtaken' has been used earlier in Rule 13 where the horizontal sector has been clearly defined as 'a direction more than 22.5° abaft her beam'. There have been several arguments if the beam direction alone should apply with respect to Rule 19(d). In my view, Rule 13 has defined 'overtaking' and 'overtaken' and Rule 13, contained in section II of Part B, does not apply with Rule 19. However, the definition should continue to apply even for Rule 19(d) because the latter neither defines 'overtaken' nor states any waiver or exclusion to the original definition. If the authors of the Rules meant one aspect when using the term 'overtaken' in Rule 13, it is quite natural that in a latter Rule where the same term is used, its meaning should also remain the same.

In March 2015 I had queried several authorities regarding the above and most of them, including persons from MCA of UK, friends in the Indian Administration and my guide and mentor, Captain P.S. Barve agreed with the above explanation. I also received a reply from the U.S. Coast Guard, Office of Navigation Systems, Washington, DC 20593-7851, as follows:

"Tue 3/10/2015 7:33 PM

Cull, Megan L LCDR <Megan.L.Cull@uscg.mil>

Greetings - It seems that you are correct in the assumption that the definition of overtaking is presented in Rule 13 applies.

U.S. Coast Guard

Office of Navigation Systems
Washington, DC 20593-7851"

With respect to 'sound signals' which 'shall be used' - 'In or near an area of restricted visibility' as prescribed in Rule 35; a study and analysis of the below extracts from Annex III of 'IRPCS' will automatically lead to the conclusion that no one should ever rely on them. Use of radar is clearly advocated by Rules 7, 8 and 19(d) of 'IRPCS' and in the watchkeeping requirements of STCW Code A-VIII/2, its use should be the first choice along with AIS, the latter explained later.

"(c) Sound signal intensity and range of audibility

A whistle fitted in a vessel shall provide ... not less than the appropriate figure given in the table below.

The range of audibility in the table is for information and is approximately the range at which a whistle may be heard on its forward axis with 90 % probability in conditions of still air on board a vessel having average background noise level at the listening posts (taken to be 68 dB in the octave band centred on 250 Hz and 63 dB in the octave band centred on 500 Hz).

Length of vessel in m	Audibility range in nautical miles
200 or more	2
75 but less than 200	1.5
20 but less than 75	1
Less than 20	0.5

In practice the range at which a whistle may be heard is extremely variable and depends critically on weather conditions; the values given can be regarded as typical but under conditions of strong wind or high ambient noise level at the listening post the range may be much reduced".

The use of AIS is not prohibited, the revised guidelines issued by IMO in December 2015 in Resolution A.1106(29) state in its objectives that "AIS is a useful source of supplementary information to that derived from navigational systems (including radar) and therefore an important 'tool' in enhancing situation awareness of traffic confronting users". It continues with the following which is self-explanatory:

'USE OF AIS IN COLLISION AVOIDANCE SITUATIONS

- 40 The potential of AIS as an assistance for anti-collision device is recognized and AIS may be recommended as such a device in due time.
- 41 Nevertheless, AIS information may merely be used to assist in collision avoidance decision-making. When using the AIS in the ship-to-ship mode for anti-collision purposes, the following cautionary points should be borne in mind:

- .1 AIS is an additional source of navigational information. It does not replace, but supports, navigational systems such as radar target-tracking and VTS; and
- .2 the use of AIS does not negate the responsibility of the OOW to comply at all times with the Collision (avoidance) Regulations, particularly rule 7 when determining whether risk of collisions exists.
- 42 The user should not rely on AIS as the sole information system, but should make use of all safety-relevant information available.
- 43 The use of AIS on board ship is not intended to have any special impact on the composition of the navigational watch, which should continue to be determined in accordance with the STCW Convention.
- 44 Once a ship has been detected, AIS can assist in tracking it as a target. By monitoring the information broadcast by that target, its actions can also be monitored. Many of the problems common to tracking targets by radar, namely clutter, target swap as ships pass close by and target loss following a fast manoeuvre, do not affect AIS. AIS can also assist in the identification of targets, by name or call sign and by ship type and navigational status'.

Understanding and application of the above should make navigation in 'RV' easier. The importance of the three 'L's for safe navigation, namely Lookout, Lead and Log continue as always, for some who may wonder what is lead, it is the ancient term of talking lead line soundings; now replaced by the modern echo sounder, amongst the very few navigational aids mentioned by name in STCW Code A; paragraph 36 states, 'bear in mind that the echo-sounder is a valuable navigational aid'.



CMMI congratulates the author of this paper Capt. Yashwant Chhabra that his long and dedicated work has been recognised internationally and he has been elected a Fellow of the Nautical Institute, UK. The adjoining picture shows him receiving the certificate from Ms. Bridget Hogan, Director Publishing, The Nautical Institute, at Singapore, on 18th March 2016, on the extreme right is Mrs. Seema Chhabra.

He was elected a Fellow of CMMI in 2013, conferred 'Outstanding Asian Educator & Trainer' award at Singapore in August 2015 and has authored 'A Mariner's Guide to Preventing Collisions' published from India and now also from the Philippines; www.marexbulletin.com and www.cebookshop.com, an e-version will soon be available at <http://ebookhub.ph/>

Presently he is working as 'Senior Manager - Training & Development' with MSI Ship Management Pte Ltd, Singapore. 08-April-2016: for the "Command" journal of the Hon. Company Of Master Mariners of India.

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Do the members of the academic community believe that freedom of expression is alien to the academic staff and students of higher education institutions?



Talking about freedom of expression, most of us like it. There is a sense of satisfaction for every human being who is being allowed to have freedom of expression. However, one must watch out that one's freedom of expression doesn't insult or cause personal harm on others. In order that a person's freedoms of expression don't purposely apply undue pressure on others, one must plan their freedoms of expression carefully. As the saying goes if you fail to plan, you plan to fail!

Freedom of expression includes any act of seeking, receiving and imparting information or ideas, regardless of the medium used. As a general principle, freedom of expression may not limit the right to privacy, as well as the honour and reputation of others. However, some latitude is given regarding public figures when free speech is involved. Sometimes when we hear freedom of expression, it might cause panic among us. We need to remain calm as calm acceptance of insult or personal attack, allows us to more easily assess the situation and see the options. On the other hand, if we panic and become angry, it will cause us to have a tunnel vision.

Article 19 is a London based human rights organization with a specific mandate and focus on the defence and promotion of freedom of expression and freedom of information worldwide and founded in 1987. Article 19 states that "Everyone has the right to freedom of opinion and this right includes freedom to hold opinion without interference and to seek, receive and impart information and ideas through any means and regardless of frontiers. Limitations do exist, e.g., in the U.S. when falsely yelling "Fire" in a crowded theatre.

The definition of academia is the world within an educational community. I agree that some members of the academic community believe that freedom of expression is alien to the academic staff and students of higher education institutions due to the fact that it differs from country to country and higher institution to higher institution.

Freedom of expression on the campus is very important and fundamental to learning. The capacity to understand and argue an idea, from more than one perspective, and to fully grasp competing views are essential experiences of intellectual life. Most distinguished scholars have changed their minds many times, even about concepts and ideas they had once considered fundamental.

According to Gibbs (1972), "One principle on which the courts have agreed is that any restrictions on the individual rights and freedoms of college students, as such rights relate to freedom of expression in the student newspaper, must relate to the educational goals and purposes of the institution. Legal rulings have shown that students do not surrender their civil rights on enrolment in college and universities. At the same time, their enrolment as students in institutions of higher learning does not give them rights to immunity or special consideration and does not permit them to violate the constitutional rights of others.

The above statement by Annette Gibbs from the University of Virginia clearly points out that there is certain amount of limit to freedom of expression in higher learning institutions. Meaning to say that although students have certain rights with regards to freedom of speech in student newspapers these rights are not so absolute and unlimited. That there are social restrictions on speeches and total freedom of expression is alien to academic staff and students of higher learning institutions.

Furthermore, according to (Gibbs op.cit.,1972), colleges and universities traditionally have provided varied activities and programs for facilitating their goals and purposes. If an institution elects to allow its students to edit, print and distribute a student paper, it should determine the educational function of the newspaper activity. If the student newspaper activity is considered to be educational in nature and if it is sanctioned by the institution, the activity becomes a part of the lawful mission of the school.

So as per the above paragraph it says that, if the student newspaper activity is considered to be educational in nature and if it is sanctioned

by the institution, sanction is a powerful word that basically means that to give official permission or approval for. We can know from this statement again that the freedom of expression among students is limited. It is stated that the function of the college and university is to impart knowledge and this carries with it administrative responsibility to control and to regulate that conduct. So how can someone say they have total freedom of expression in a college or university?

When the student says something sensitive about the management of the college, that's it, he is asking for trouble. He might be systematically marginalised and his chances to be a leader in club activities will be limited. Normally questions related to personal identity such as Muslim, Buddhist, Hindu and Christian are normally avoided among students and staff as they are very sensitive and some staff or students might not take it rationally and might become angry. These questions go to who we are as individuals and as members of community or group.

In America it is more open where freedom of expression controversies are part of life on America's campuses, the Pennsylvania House of Representatives has introduced "Academic Bill of Rights" legislation to protect students who disagree with professors. Conservative activist David Horowitz is promoting this idea nationally. However, this is only one case and in most cases the professor is always right and there are no two ways about it.

As per Section I of the student rights and responsibilities, 1.9(a) Indiana University, considers freedom of inquiry and discussion essential to a student's educational development. Thus, the University recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or print freely on any subject, in accordance with the guarantees of Federal and State Constitution. This broad principle is a cornerstone of education in a democracy. Read Constitutional Free Speech carefully though, purposeful malicious speech can get one in trouble; freedom is not absolute, case and statutory law give context!

For staff, issues of ethnic relations continue to be forefront in discussions and management teams at the forefront of decision making with respect to how they think about and respond to issues of diversity. The various ethnic groups of staff must really understand what freedom of expression means. Ethnic group or ethnicity is a socially defined category of people who identify with each other based on common ancestral, social, cultural or national experience.

Staff must confront conflicts of personal values in their lives and sort through them. How many of the staff are willing to confront their conflicts? They normally keep them and one fine day it bursts. That day it will not only be a day of freedom of expression, which may include insults, slurs or personal attack on individuals and groups. Words are things, words are power and we must recognize their power, especially when they threaten the university's climate of openness and mutual respect. So should there be limitation to freedom of expression?

According to Cohon (2006), "This question has preoccupied American institutions since the founding of the republic. For the last century, our nation generally has given preference to the right of freedom of expression, with the Supreme Court allowing everything from pornography to flag burning. Setting limits without upsetting this fundamental right is notoriously difficult".

According to Bollinger (2005), "Of all the qualities in mind valued in the academia community, I would say the most valued is that of having imaginative range and mental courage to take in, to explore the full complexity of the subject. To set aside one pre-existing beliefs, to hold simultaneously in one's mind multiple angles of seeing things, these are kind of intellectual qualities that characterize the very best faculty and students I have known, and that suffuse the academic atmosphere at its best."

To conclude, these things and many others make members of the academic community believe that freedom of expression is alien to academic staff and students of higher learning institutions. The experience of changing your mind is fundamental to higher education, so is discovering that problems under study may be more subtle and complex than one had originally thought.

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Definition of freedom of speech

- Right to have opinions
- Right to express them freely
- Through any medium, writing, print
Television, Radio, Internet etc.
- Restricted to the extent of not
adversely affecting freedom of others
to live with peace and harmony



By **Capt Sivanandan Vivekanandan**
Senior Lecturer, Malaysian Maritime Academy

Farewell Shipmate, You Stand Relieved, we have the Watch: Fair Winds and Following Seas...

Highlight

by
Iman Fiqrie

As many of the readers may be aware, I have a Navy background and when a shipmate has given his or her all as a seafarer for 20 years—it's traditional to recognize that service with a retirement ceremony to honor it. At the very end of the ceremony, it's also traditional to read something called "The Watch" and ring 8 bells. Taken from Navy tradition, modified as appropriate, please read The Watch where ever you may be for Capt Short, who joined seafaring when he turned 17 – did 63 years in the shipping industry, of which only 10 years was engaged in full time seafaring, the rest being in industrial administration and learning:

The Watch

For 63 years this Sailor has stood the watch.
While some of us were in our bunks at night, this Sailor stood the watch.
While some of us were in school learning our trade, this Shipmate stood the watch.

Yes...even before some of us were born into this world, this Shipmate stood the watch.

In those years when the storm clouds of trouble were seen brewing on the horizon this Shipmate stood the watch.

Many times he would cast an eye ashore and see his family standing there...needing his guidance and help...needing that hand to hold during those hard times...but he still stood the watch.

He stood the watch for 63 years. He stood the watch so that we, our families, and our fellow countrymen could sleep soundly in safety each and every night knowing that a Sailor stood the watch.

Today we are here to say "Shipmate, the watch stands relieved.
Relieved by those you have trained, guided and lead. Capt Short, you stand relieved, we have the watch.

8 bells, Shipmate going ashore – fair winds and following seas...



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