



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.

NEWSLETTER

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TRAIN, TRAIN, RETRAIN, RETAIN!



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Editorial

Recent feedback about these newsletters included the comment that more pictures would add to the interest. This newsletter has many more pictures.

A selection from the many photographs taken during my recent two weeks in India on behalf of GlobalMET is included. Despite personal concern about my being over-exposed, it was decided to use them as they clearly illustrate the constructive interactions and the very encouraging campus developments. Three pages that would normally be used for articles have been filled with photographs depicting healthy debate and discussion with senior people and trainees participating. They also depict the extensive campuses and equipment now a feature of MET in India.

Following the pages of photographs there is an article about the Australian Maritime College, a GlobalMET Member now part of the University of Tasmania and where our network was initiated some 20 years ago. AMC has been training Torres Strait Islanders as part of the Torres Strait Marine Safety Program. Fourteen candidates for Coxswain and Marine Engine Driver certificates were taught navigation, including passage planning and vessel handling, as well as marine engineering. This training was conducted on board a training vessel and will contribute to maritime safety, efficiency and environmental protection in a region experiencing increasing shipping traffic.

Following the AMC article mentioning basic seamanship and engineering instruction, regular contributor Iman Fiqurie takes the reader to a major evolutionary development – Massive Open Online Courses – the MOOC's. His 'Future is Now Online' article challenges '... if you don't have a presence there, then you don't really have a global presence (brand); anywhere, anytime

courtesy of MOOC and a host of A list universities' - 'before one just outright dismisses MOOC, log on and try one yourself first'.

Inclusion of an article headed 'Why Seafarer Training is a Waste of Money' in the newsletter of an organisation advocating such training raises serious questions about what we are doing. Andrew Craig-Bennett, Deputy GM at COSCO UK, is of the opinion 'It is wasted because, first, very few people are equipped to evaluate the quality of the training that the individuals in their sea staff are getting, and secondly, very few people take the trouble to find out what training is actually needed.'

Not included is the 'Ghost ships' article in the March 8th issue of The Economist about autonomous cargo vessels that could sail without crews, under the watchful eye of captains in shore-based simulators. After commenting on the growing use of unmanned aircraft – 'drones' – and the testing of driverless cars, The Economist asks 'why not let remote-controlled ships set sail without a crew?'

As this issue indicates, there is a lot of progress, yet there is need for a lot more. MET does have major questions to address 'What is wrong and what to do?' Despite the progress recently observed in India, there are many inadequacies in what we are providing today. How well are we coping with the impact of accelerating technology on ship operations? Are we 'head down' concentrating on charts based on past information, and not keeping a 'proper lookout' so that we have good 'situational awareness' as well as at least some appreciation of what is likely to come?

Rod Short
Executive Secretary



GlobalMET in India



Two weeks of interaction with MET providers in India have led to many thoughts about how the number of Indians employed in the global fleet has risen steadily over recent years to the current figure of some 14,000 and about the education and training provided. The young Indian trainees I met were motivated and knowledgeable, as were many faculty. It was a particular privilege to chat with a man who became a master at 32 and now, 30 years later, continues in this demanding role with its heavy responsibility.

The address by Guest of Honour Capt Andy Winbow, Assistant Secretary General of IMO, as well as those by other industry leaders during the large two-day Anglo-Eastern Group Seminar on 'Maintaining Vigilance in the Electronic Age' stressed the need for more attention to be given to the human element. The impact of technology on ship operation is profound and must be addressed in the provision of MET. The man-machine interface is now critical, with a growing tendency to look at screens rather than through windows.

Automation in some respects is 'too good', with 'eyes too often in and down', leading to complacency that the machine is doing the job. Higher levels of automation are leading to lower levels of situational awareness. Monitoring reliable devices can

result in boredom and general dissatisfaction with one's role on board. Unfulfilling work, associated with the lack of social life on many ships, is leading to a weakened safety culture. Traditional 'ordinary practices of seamen', such as maintaining a proper lookout and proceeding at a safe speed are being neglected.

Seafaring has become more difficult, with greater pressures than ever before, especially those due to the greatly increased recording and monitoring. There is more and more paper work, more and more check lists, more and more instruction from ashore. Communications with the shore frequently conclude with 'please advise'. The independence of the authority of the master is heavily compromised, while the responsibility remains very heavy.

With this in mind, the visit to the major Anglo-Eastern Maritime Academy at Karjat, about two hours drive from the heart of Mumbai, left no doubt that every effort was being made to address these concerns. There we were able to interact with motivated faculty and students, the latter describing a large variety of projects and expressing knowledge of their future role on board and of the competence needed to ensure safety and efficiency.



The Annual GlobalMET in India conference 'Competence Requirements of the Future Mariner', organised by the India Chapter, as usual filled the lecture theatre at the Shipping Corporation of India's Maritime Training Institute in Powai. This year we were honoured by the presence of national dignitaries Shri Gautam Chatterjee, Director General of Shipping, Mr A K

Gupta, Chairman & Managing Director, Shipping Corporation of India and Capt L K Panda, Nautical Adviser to the Government of India. Guest speakers included Cmdr David Squire, Editor of 'ALERT!' for the Nautical Institute in London, Dr Michelle Grech, Head, Human Factors, Ship Operations & Qualifications, Australian Maritime Safety Authority, Dr Barry Strauch, of the National Transport Safety Board, USA and Dr Philip Belcher, Marine Director of INTERTANKO.

Again, a notable part of these annual GlobalMET in India conferences was the presentation of Lifetime Achievement Awards to senior maritime teachers – well-earned expression of respect for the important contribution to the industry by the following MET teachers, a role so often not adequately recognised:

- Capt V Kripalani – T S Dufferin, T S Rajendra, Capt Sup't T S Mekhala, various Delhi institutes
- Capt K Varadkar – MMD Surveyor and Capt Sup't of T S Rahama
- Capt A Prasad – MMD Principal Officer, CEO and Capt Sup't of T S Rahaman
- Mr A Gopalakrishnan – MTI faculty, trainer in training and assessment.



The afternoon session consisted of a panel of senior and highly active GlobalMET personnel in a discussion on 'Building Competence for 2020'.

The visit to Delhi for constructive discussions with Core Competency Training & Services Pvt Ltd, provider of high quality secretariat services to GlobalMET for a decade and a major contributor to the success of GlobalMET, also included very encouraging visits to the Anglo-Eastern Maritime Training Centre in Lajpat Nagar, where the number of students is such that there is need to expand into the whole building, and to the large, well equipped campus of the International Maritime Institute in Greater Noida.

As on previous occasions, MET activities in Chennai continue to develop impressively, clearly evidenced by visits to the maritime campuses of VELS University and of the Hindustan Institute of Maritime Training, both also large, well equipped and with many motivated students and faculty.

The annual GlobalMET Seminar in Chennai, 'Taking Maritime Education & Training into the Future', organised in collaboration with VELS University was the final event of the two weeks of GlobalMET activity in India. A feature of this well attended 3-hour seminar was the input by senior shipping industry and MET people, including:

- Mr C V Subba Rao, President of the Institute of Marine Engineers, India
- Capt K P Rajagopal, V/President, Infrastructure Lending & Financial Services (Maritime), India
- Capt S Krishnamurthi, President, Nautical Institute, London
- Capt S Bhardwaj, Former Vice Chancellor, AMET University, Chennai
- Capt Anoj Kumar Sarma, Operations Manager, Maersk Training, India
- Capt K Vivekanand, Pro Vice Chancellor, VELS University.

While it is a pleasure to express heartfelt appreciation of the efforts of the many supporters who contributed to the success of these two weeks of GlobalMET activities in India, it is appropriate to express special thanks to Capt Kersi Deboo of Anglo-Eastern in Mumbai, Capt Sanjay and Mrs Shilpa Bugnait of Core Competency in Delhi, and Capt K Vivekanand of VELS University in Chennai.

In summary, during these GlobalMET activities in India it was stressed that, to further raise awareness of the changes necessary if MET is to reduce loss in the industry, the following must be addressed:

- the need to engender a better safety culture on board, based on:
 - teamwork, reduced complacency, enhanced social life and pride in seafaring;
 - recognition of continuing use of external cues in association with increasing use of internal cues – looking out of the window as well as looking at screens;
 - understanding and responding appropriately to changes in on-board tasks;
- the need to respond to the impact of new technologies on ship operations through:
 - less teaching of traditional practices, such as celestial navigation;
 - more teaching addressing 'man-machine' concerns, including weakening situational awareness through over-confidence and boredom resulting from more effective automation;
- the need to recognise the interests and expectations of young recruits and in doing so:
 - engender strong interest in this critical global industry and the many opportunities for very worthwhile careers, in transport as well as in other aspects of the increasingly important maritime sector;
 - attract recruits with ability to work with high levels of competence and sense of responsibility;
- the need to use more modern educational methodologies and delivery technologies, especially to deliver quality MET to those at sea.

The next GlobalMET activities are to be assisting with the teaching of 100+ Maritime Experiential Learning students from Asia on a four-day Singapore-Phuket return cruise aboard Superstar Virgo, interaction with GlobalMET members in Singapore, the 23rd GlobalMET Board of Directors meeting at the Malaysian Maritime Academy and the GlobalMET in Malaysia Conference in Kuala Lumpur in early April.



GlobalMET Activities in India

Competence Requirements of the Future Mariner

1st March 2014,
Maritime Training Institute, Powai

Associate Sponsor



MMS Maritime (India) Pvt. Ltd



HIMT College Images



**VELS University
Chennai**



**AESM Training Centre and IMI
New Delhi**



Australian Maritime College Training Heads to the Torres Strait

by Editor



The Australian Maritime College (AMC) has completed another successful maritime training voyage in the Torres Strait islands with 14 students achieving Coxswain and Marine Engine Driver qualifications.

Course coordinators, Ruth Findlater and Paul Brown, delivered the two-phase program on a four-week training voyage around the Torres Strait islands, covering topics including navigation, vessel handling and passage planning alongside marine engineering units.

"During the first phase, students undertook short voyages on the training vessel Elizabeth Ell and conducted all the necessary practical and theory training to achieve their coxswain qualification," Ms Findlater said. "The vessel accommodates all the students and trainers, provides three meals a day and allows students access to operational engineering spaces, the navigation bridge and the vessel's tenders, which is a truly unique training environment."

The second phase of the training saw students complete the final elements of the Coxswain engineering topics and then commence the dedicated engineering units of the Marine Engine Driver 3 certificate.

"This phase has students bring together what they have already learnt and extend their training into subjects including engineering rounds and engineering systems, with the ability to conduct practical training on the vessel while underway at sea," Mr Brown said.

The course concluded last Friday (February 28) and the group were presented with their nationally recognised qualifications (Certificate II – Coxswain and Certificate II – Marine Engine Driver) the following evening at a celebration sponsored by the Australian Maritime Safety Authority.

The night kicked off with local entertainment from Thursday Island and a special traditional dance by the members of the Coxswain course.

"The students had been rehearsing the performance while at sea on the Elizabeth Ell. The practice was held on the bow of the vessel and kept the crew and trainers awake with the dance moves until all hours of the night, such was the students' enthusiasm," Mr Brown said. "The performance the students designed incorporated dances from a number of different island communities. This was a highlight of the evening with everybody present becoming involved with clapping and singing."

This trip to the Torres Strait follows the first successful training voyage in November 2013, which saw 15 students graduating with the same qualifications.

The AMC was invited to deliver the training as part of the Torres Strait Marine Safety Program, which aims to develop the seafaring skills of the Torres Strait Islander and Aboriginal people and help improve maritime safety in the region.



Massive Open Online Courses: The Future is Now Online!

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



Figure 1 – The Future is Now Online: Creative Commons 2014

After writing a number of articles on e-learning and most recently on Massive Open Online Courses (MOOC), I have come to the reluctant conclusion that you are either for new e-learning technology or else you just can't be bothered. Maybe there's one other group, what's in it for me! Seems you have to convince people that new technology is good for them. Take the example when discussing e-learning with individuals—I often find myself talking about cars and football games? The idea being that somehow I have to convince them that they want to buy a car they may not want (the e-learning initiative is supposed to represent the car); Ok, so I had to try and sell the car (the e-learning initiative). I thought about it long and hard and came up with the German car maker Mercedes Benz to help pitch the idea; supposedly they're known for their reliability, quality, technology and appeal; the Benz slogan is "Das Beste oder Nichts" (The Best or Nothing). I thought, these are also good qualities for e-learning technologies as well! As much, when one overlays e-learning technology over the Benz qualities and what's happening with MOOC today in general, things get really interesting! A new brand idea emerges with the slogan something like, "The Future is Now Online;" symbolizing; growth (increased revenue streams), presence (branding), action (forward leaning and Blue Ocean), connectedness (consumer focus and communication) and collaboration (synergy)—I just made this up. It's one of those rare moments of clarity when you suddenly realize that if you have to convince someone they should try to be the best instead of being slowed down perpetually benchmarking and otherwise looking in the rear view mirror all the time at the competition instead of winning—then, maybe something's wrong anyway!

MOOCs are huge, vast and very relevant now, see Figure 2. But unfortunately—many people don't have the slightest clue even what the word MOOC might be referring to—something to do with cows? The good part is that millions of people do know exactly what it is and really work on being the best or nothing! The real question for businesses and institutions is can they really afford to keep their "e-learning blinders" on and doing what they've always been doing for another five or more years? The list of those who have made the leap to MOOC is astounding and vast to say the least; Harvard, MIT, Berkeley, Cornell, Yale, Berklee School of Music, Copenhagen Business School, Duke University, Rice University, Stanford University, Princeton

University, John Hopkins, University of Amsterdam, Museum of Modern Arts, University of Michigan, The Hong Kong University, Vanderbilt University,



Figure 2 – MOOC: Creative Commons 2014

Edinburgh University, University of Melbourne and a host of other "A -listers"! If these renowned and prestige institutions have made the leap and leadership connection with MOOC, there must be something to it! So how does it work?

If one has ever enrolled in college before (not necessary), it works the same way; look for courses you're interested in through one of the distributors for the A-lister, for example, edX, Coursera, Udacity, Open2Study, Iversity, MIT OpenCourseWare, Khan academy, Saylor.org, Udemy, Open Yale, Carnegie Mellon, etc. One would then look at start dates, prerequisites, syllabus, intro videos and such to come up with the vision and courses one has for self-knowledge management. After which, one would read all the fine print, e.g., honor codes, drop policy and then register for the course. Essentially, this is a real college course that one can either audit or pay for a certificate—and also fail if one doesn't take it seriously! Start with one course first and then maybe work up to three courses slowly! I've registered for the edX and MIT, Harvard group course Global Warming Science—really tough. Each week's course is released only after a certain date—usually after quizzing and testing are near completion from the previous section. There are videos, questions, resources, reading and more like one would expect from a college course.

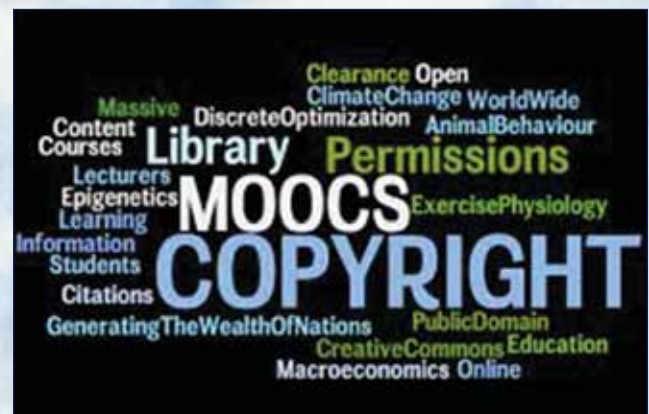


Figure 3 – MOOC Issues Creative Commons 2014

That was the good side of MOOC—there is also a not so good side to MOOC or at least seemingly ever increasing growing pains related to a relatively new frontier; copyright, intellectual property, revenue and content ownership issues. *MOOC News* can help one possibly navigate these MOOC waters—or at least read about the many issues. Even so, those coming late to MOOC admit that they can't afford not to get in on MOOC because who knows what it'll look like 5 years from now and universities don't want to be caught five years from now not being relevant. According to *MOOC News and Review*, the mix of teachers, contributors and revenue seeking distributors is a recipe for lawsuits involving ownership, revenue rights and other concerns for MOOCs as distributors seek revenue even before the universities get paid (Haggard, 2013). The University of Melbourne has also done a lot of work with copyright issues and the distributor Coursera (Bovell, 2013).

So there you have it and if I had to boil it down to a couple of sentences; *The Future is Now Online* and if you don't have a presence there, then you don't really have a global presence (brand); anywhere, anytime courtesy of MOOC and a host of A list universities. And, before one just outright dismisses MOOC, log on and try one yourself first; Just Google "Coursera" or goto edx.org for starters. Maybe even download the Android App

MOOCs4U to help organize and see all the available MOOCs from the different universities and distributors in one place on your favourite mobile device. Any questions regarding MOOC and any other previously written articles on e-learning— please email me at imanfiqrie@alam.edu.my

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Enclosed Spaces

No technical or construction system is perfect and risk lurks in every area or situation we find ourselves in – probably nowhere more so than in the shipping industry.

However if risk assessments are carried out properly, with the aim of avoiding accidents, it will be far less likely that we have to read about the same type of accident occurring again and again.

It goes without saying that proper investigation into the root causes of accidents and near-misses will assist in the prevention of any type of accident re-occurring. If the work is carried out, it means that when a potentially dangerous situation does happen again, the consequences should be less severe because the people involved are ready for it.

However sadly there continue to be reports of accidents that could have been prevented – even though the hazards the people involved faced were already known or else could have been identified beforehand.

One of the most frequent examples of this is enclosed spaces accidents. More seafarers lose their lives or suffer serious injury in a confined space than in any other onboard activity.

The facts and figures are disturbing. Latest data from the UK Marine Accident Investigators Bureau (MAIB) show there were 101 enclosed space incidents in an eleven-year period between 1998 and 2009.

7 Enclosed Spaces Are Dangerous

Due to the **HAZARDS** involved, only **TRAINED** and **CORRECTLY BRIEFED** personnel should undertake an enclosed space entry.



Ninety three of them were fatal and another 96 of them injury accidents.

The real lesson we can draw from this is that a properly conducted risk assessment of any enclosed or confined space on board a ship would make the chances of an accident occurring far less likely.

IMO's revised recommendations for the entry into enclosed spaces onboard ships can be found in IMO Resolution A.1050(27).

Source: Lloyd's Register



Why Seafarer Training is a Waste of Money

Andrew Craig-Bennett takes current crewing techniques to task



Training is like motherhood and apple pie. Everybody is in favour of training. Nobody is in favour of paying for it.

I am going to suggest that most training expenditure, in almost all shipping companies, is wasted anyway. It is wasted because, first, very few people are equipped to evaluate the quality of the training that the individuals in their sea staff are getting, and secondly, very few people take the trouble to find out what training is actually needed.

Think of training as rather like cylinder oil. If you are not paying for it, or if indeed you are making a turn on the provision of it, you want a lot of it, because life is safer that way. If, on the other hand, you are paying for it, then the sensible approach is to find out, carefully, just how much is needed and where it is needed, and adjust the taps accordingly. But hardly anyone does this.

What actually happens is that people whose knowledge of education is very slight are persuaded, often by reading of some new regulation, that their colleagues at sea need to 'go on a course' or to complete a computer based training (CBT) programme; they select a course or a CBT, very often for all the wrong reasons, and send grown men on it expecting them to all be bright eyed, bushy tailed, model students all gratefully lapping up the pearls of wisdom being handed down to them, when they would sooner be at home with their families or watching movies in their cabins.

An awful lot of ship owners, and almost all shipmanagers, have fallen into the trap of having a dedicated training establishment 'in house'. These days, that 'virility symbol' of a training establishment, the full mission bridge simulator, is relatively cheap to buy, so many companies have bought one. What they are not, is cheap to run. Beside regular upgrades and hardware maintenance and updating, a simulator needs a staff of good teachers, and these are not as common as you might think.

A good master or chief engineer does not automatically make a good trainer. It takes at least a year to make a schoolteacher

out of a university graduate; why should the shipping industry assume that men can simply be given a cushy shore job as a reward for keeping their superintendents happy and be able to convey their knowledge to others efficiently?

Worse, company training centres are very likely indeed to perpetuate a company culture, and not all aspects of any company's culture are good. The bad gets handed on to the next generation along with the good. A well-known cruiseship company puts all its officers through a single training centre; when one of its ships went aground, recently, it did so because of weak maritime crew resource management (MCRM) and the use of visual navigation methods rather than the use of a radar parallel index. This was by no means the first time that these particular faults have caused a casualty in that company's large fleet – they have been recurring for 20 years and more, to my knowledge – this just happened to be the most spectacular case of a repeated weakness – which the company's own system had perpetuated.

Don't use company training centres; use independent third party training centres that keep up with best practice – that way, your people will learn what best practice is, not what the old lags in your office think it is.

To continue with our cylinder oil analogy (and we really should be spending as much on training as we do on cylinder oil!) we need to know where training is needed and what training is needed. As things are, at least half of a company's training spend is wasted, either because the man being trained already knows much of what he is being taught, or because he is incapable of absorbing what he is being told.

There is an answer to this; it is called competence assurance. Other industries use it. We should. Now would be a good time to start. If your fleet personnel department cannot tell you what it is, fire them, and get people who can.

Asia Shipping Media Pte Ltd



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