

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.

www.globalmet.org

Inside this Issue

Editorial.....	2
Anatomy of a Website: The Web Hosting Back Story, Part I.....	3
Incarcerated.....	4
Change and Change Management Through Leadership Development in Education and Learning in Industry Work Places (Organisational Development).....	5
What is Distinctive About Educational Research as Compared to Other Types of Research?.....	6
Eye on the Ball and Renewable Energy.....	7
Can Simulators Prepare you for Life at Sea? Pilot Study Says Yes, in Certain Areas.....	8
Personal Profile Richard Dunham.....	9
What's Your Employee Engagement?.....	9
Maintaining Quality Maritime Education through Accreditation.....	10

Articles written on behalf of GlobalMET and by other outside contributors do not necessarily reflect the views or policies of GlobalMET

Editorial Board:

Iman Fiqrie
Malaysia

Chris Haughton
United Kingdom

Richard Teo
Australia

Rod Short
New Zealand



Editorial

This year has been monumental in the maritime sector with the shock demise of Hanjin Shipping as she sails into the “biggest ocean line bankruptcy ever” (Supply Chain Brain today 2.9.2016), creating shock waves globally, and causing spot rates to soar. Hopefully the suggested Government financial assistance will save the situation. Earlier, Neptune -NOL the shipping arm of Singapore Inc. collapsed and was sold. Reportedly, it was because management failed to implement business scaling during difficult times. In the last issue the article on “Investing in Leaders for Maritime” for sea going officers and front liners bears on these downfalls. The emphasis on training and development in corporate skills is just so important these days, especially with so much emphasis on human centred approaches. Economic applications are after all form an integral dimension of competency.

Meanwhile Zika mosquitoes have caused a real stir worldwide with Singapore declaring an emergency. China has mandated spraying ships for these dreaded mosquitoes at this time in writing. Hopefully this issue will be resolved very soon.

As though all these were not enough to disrupt shipping, we note that at the Nautical Institute AGM in June, Mike Bradshaw, Compliance Director of V-Group had stated that the “the days of assuming that a certificate of competence defines an acceptable standard are gone”. A very bold and challenging statement that the IMO and all other jurisdictions have to address, regardless of who may be the ones in need of redress. Many people I engaged with, debunked this. Why? In this issue, Richard Teo touches on this in his article.

The same message has been reverberating across the horizons for a decade or more now. This lecture now provides critical information about what is wanted of the player or actor. Do institutions have the tools and means to change their operations. Is there a disconnect between learning institutes and ship operators-managers? In recent times this disconnect appears to have worsened.

What is our role as a global association of MET institutions? The development and training of seafarers obviously fall into our domain. Are the MET teaching staff missing something in the way they develop learners and facilitate their learning? Are we an association of MET institutes in a position to mend this disconnect? I think we are and comments are invited from members to see how we can bridge these gaps.

Questions that come up consistently in recent times;

1. Is the maritime industry doing enough or anything at all in developing front line Leaders and Managers, namely seagoing officers and those posted to shore appointments, to become astute business people?
2. Is our industry developing and training quality officers and crew members? Quality is likely an overused and tired word that fades into all sorts of tick boxes these days. Now is the time to readdress “quality” and standards.
3. How are MET institutes involved and what are we doing about it?
4. How do jurisdictions assure and ensure MET institutions perform within their administration and how well are they qualified or capable of such an important function? There are many stories about “idiot auditors”. Are these stories true?
5. Is there a mindset, cultural impediment or organisational miss, that consistently cause MET to lag behind other industries?

This simple truth is seen in MET. We seem to neglect the following:

- Provide competency based delivery and rigorous assessment for mastery in performance.
- Apply Performance criteria. It is pushed aside for subject based examinations that do not assess the requisite knowledge, skills and attitudes (level of expected work practices and behaviour required to perform), i.e. components of competence.
- The need to clarify proficiency and competence.
- Practise excellence in transferring the learning and praxis. Instead we apply quick fixes advocated by disruptive innovations? Unsuspectingly, many senior corporates support the quick fixes as money thoughts triggers tightening the purse strings. Can you not wonder about Mike Bradshaw’s powerful words?
- Developing frontline managers as in Masters and Officers.

This month we introduce our new Executive Secretary, Capt Richard Dunham. His impressive profile is included in the following pages. Rod Short remains with us in this magazine where you get to read about his exciting and sometimes dangerous exploits.

The Lead Editor’s role continues to rotate amongst the committee and Capt Dunham will take on the next three issues or more, I am sure, after he has adjusted his compass and other navigational equipment.

Meanwhile, we are given an insight by Rod Short into how a mariner could very innocently be incarcerated in a foreign country. Remember that each country you sail into have their own laws and must be respected. A level of literacy and language and effective communications is a must.

Iman gives a very interesting experience in website hosting. The 2nd part will be followed through next issue. Be sure you read them. It will give you a real insight - better than all those anecdotal beer talk.

Capt Siva enlightens us about educational research. This is such an important requirement neglected in MET. Can you understand why it is so hard to implement Competency based learning? Especially so if you have not become aware of the research into it and the methodology that must be practised. For those interested in Educational research, this is a good start. One of the best learning and doing methodologies for MET is through Action research, action reflection learning. The GlobalMET CPD will give you much insight into researching and learning.

As a follow up to previous articles on simulation, the AMC, (courtesy Prof Lutzhoft and Dr Brooks) has kindly provided us with a paper on their pilot study. The full report will be presented at the RINA and RAN conference later this year.

MAAP, Philippines has provided a very interesting paper on “Maintaining quality MET through Accreditation”. GlobalMET has provided CPD for MET teaching staff and regulators in delivery of competency based learning in outcomes based education. This is a shift in paradigm that many MET intuitions across boundaries have not followed through since the 1995 amendments to the STCW.

Needless to say, readers please keep sending your articles. Thank you for your support.

By **Capt. Richard Teo, FNI FCILT MAICD**
Issue Lead Editor

Members and their staff members are encouraged to submit their thoughts through authoring articles for publishing in our Newsletter. Articles should reach the Secretariat by the 1st Friday of each month. Publication usually will be in the 3rd week of each month. GlobalMET reserves the right to reject any article that may be deemed inappropriate for the promotion and well-being of MET.

Anatomy of a Website: The Web Hosting Back Story, Part I



I've written articles on e-learning, web hosting and websites before, but now feel a big need to fill in a few gaps about websites and hosting -- specifically, how things are done behind the scenes. This could help to minimize organizational spending hiring third parties to do something many can possibly do with a little knowledge, practice and experience.

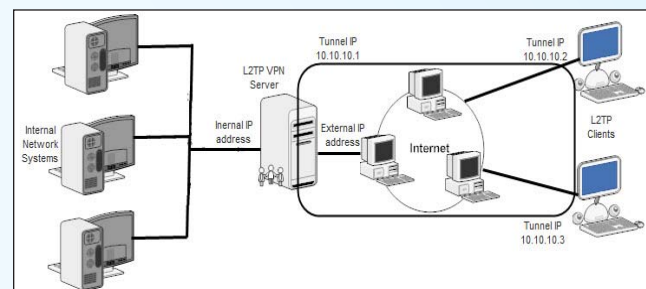
For example, when I first started hosting websites about 4 or 5 years ago, I was initially extremely intimidated by all the new jargon and requirements for web hosting -- there's a lot! When one visits a web hosting site like Godaddy and HostGator (a place to purchase and manage a hosting account) one is presented with a multitude of ads, coupons, deals and products; domain names, domain registration, IP address selection, server packages, security certificates, storage and requirements, backup plans, email accounts and services, virus scanners, web applications, web publishing, memory, bandwidth choices, RAM and much more. It all seemed like a lot at first and I wanted to try and ease this for those thinking about learning more about hosting or taking those first "baby steps" and start hosting their own sites.

Believe it or not, most of us already know many of the important concepts involved and needed in Shared Web Hosting but maybe don't know it yet. Every time we use our SMART phones, laptops and desktops we're using many of the same concepts needed to understand web hosting! Maybe there's a different name or term for it in some cases, but still many of the same functions; the process is basically bound by a finite number of functions!

As a matter of fact, one can host an entire website or series of websites on just a laptop or Desktop (in lieu of the hosting company) and not pay any hosting fees by installing something called WAMP/MAMP/LAMP (W-Windows, M-Mac, L-Linux) Server; "A" stands for Apache (the actual server or "computer"), the 2nd "M" for MySQL (open source database for holding information or data), and "P" for PHP as the primary language for communication or control. There's a little more to it, and so here are a few links to get you started: <http://www.wampserver.com/en/and> <https://make.wordpress.org/core/handbook/tutorials/installing-a-local-server/wampserver/>

In the early years before I started web hosting on Godaddy, I started using LAMP myself on the laptop at work and tried to use the company Intranet to host the LMS MOODLE, [Google]; thinking to help host the company LMS. Hindsight being what it is, there are just too many layers, people and restrictions to do anything worthwhile in a restricted company intranet environment; conflicting KPIs and requirements -- don't waste your valuable time trying to get by the many massive roadblocks using the company Intranet! I recommend getting right into Linux early on and learning on a laptop (personal) or Desktop first using LAMP. I've also experimented successfully with something called Ubuntu (open source/free). Ubuntu also uses WAMP, MAMP and LAMP, but unpacks a whole virtual environment "in a box" ready to go -- especially kid or classroom environments; as if one had just installed Windows onto a computer and it came ready with several programs already installed, but not affecting your actual paid Windows environment because it's contained in a box, virtual environment or machine (VM) you can activate or start up when you want. One can install VMs on a Desktop

and in each VM install an Ubuntu or environment of any type (LAMP, MAMP, WAMP) in each VM. One can then set up these VMs in multiple configurations; see for yourself, <https://help.ubuntu.com/lts/serverguide/>, see also https://en.wikipedia.org/wiki/Virtual_machine. So I could have different types of servers with different functions or purposes that also compliment and talk to one another for various reasons, see figure 1. The idea here is that one server should not be set up to do everything, within reason because that's not how it's done. For example, in figure 1, each one of the computers could be serving a different purpose or be a VM you set up in one laptop or spread out over a few laptops and Desktops on a network or networks. Why wouldn't I do this instead of using a hosting company if it's free? Because you don't actually leave your Desktop or laptop on all the time, or in one place, security issues and so it defeats the purpose of hosting the websites in the first place, anywhere, anytime? Uptime must also be considered. You can't shut down the laptop and host because you have to go to work. Might as well do it for real on a hosting site on the real Internet! Remember though, the laptop is only for practice and to gain confidence.



<https://linuxexplore.com/how-tos/l2tp-vpn-using-xl2tpd/>

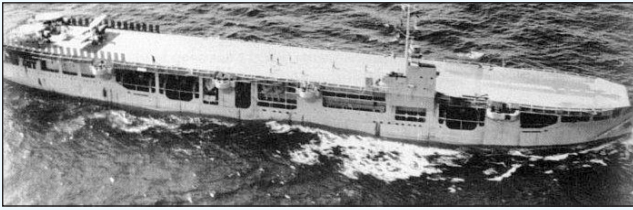
In the author's opinion, one needs to be on Linux eventually for multiple reasons, so might as well start there first—Linux is more secure than Windows servers for reasons I won't go into now, [Google]. After you try the aforementioned and become proficient enough, it's time to get that first Shared Hosting account [go for it]; go for the mid-range or deluxe options, add on SSLs and backups later.

I hadn't always been hosting websites, and, as far back as I can remember I have always been interested or involved with computers; for example, in the U.S. Navy, as a submarine computer technician for many years. Suffice it to say, computers were literally all around me inside the submarine and navigation center. One could think of my job and watch station as literally being inside a giant computer subsystem. Inside, the workers wore jackets to keep warm as the cold environment and ventilation was setup for computers and not necessarily us humans! The fact is, I never stopped learning or playing around with computers even when I retired from the Navy in 2005, some years later.

To conclude part I, by the time part II comes around next month—I want to here on the <https://globalmetblog.imanfiqrie.com> that you've several VMs and looking to host your first sight—see you next month.

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

Incarcerated



Naninia

After serving as a deck cadet and officer with the Union Steam Ship Company from 1953 until obtaining a First Mate's Certificate of Competency in Auckland in mid-1959, I decided that, for experience beyond Australasia, the Pacific and Indian Ocean, I'd seek employment with Shell Tankers. The Shell office in Auckland contacted Shell in Singapore and consequently, in October, I joined 'Naninia' in the Eastern Anchorage in Singapore Strait.

'Naninia', 12,166 deadweight, 3,300 bhp, diesel powered with a speed of 11 knots, was built by Swan Hunter, Wallsend under orders from the Ministry of War Transport in 1943. She was fitted with a flight deck, was classed as a Merchant Aircraft Carrier (a MAC ship) and served as the Empire Macmahon, but was operated by the Anglo-Saxon Petroleum Co. With a complement of 110, mainly military personnel, she was fitted with 1 x 4 inch and 8 x 20 mm guns. She carried four Fairey Swordfish aircraft.

At the end of the Second World War, she sailed with a civilian crew repatriating people to Bermuda, the Caribbean and the USA. Towards the end of 1945 she docked in Genova to be reconverted to a conventional tanker by the Italians, as war reparations. Normal peacetime work as a black oil tanker commenced in 1946 after the flight deck, armaments and aircraft were removed.

When I joined her as 3rd Mate, she carried a crew of 30 comprised of officers from the UK and Australasia and ratings

from Hong Kong. She was in Shell's Eastern Fleet, based on Singapore. Her dirty cargoes – often waxy residue and heavy fuel oils – were carried between Shell refineries and installations in south east and east Asia.

Pladju, downstream from Palembang in south eastern Sumatra, where there was a large Shell refinery, adjacent to a similarly large Stanvac refinery, four hours up the Musi River, was a frequent port. Balik Papan in East Kalimantan in Borneo was also frequently visited, as were Pulau Sambu on the Indonesian side of Singapore Strait and Pulau Bukom in Singapore. During the six months on board, the longest voyage was to Tokuyama at the southern end of Japan's Inland Sea in December 1959. Naninia was scrapped in Hong Kong in 1960.

A memorable event occurred one night in Pladju, which resulted in my being locked in a cell for several hours. When the party arrived on board to carry out the usual customs search on arrival, the naval officer in charge asked for a powerful torch to use in the crew accommodation. I asked the pumpman to hand over the gas-tight torch he was using. To minimise theft I accompanied the party throughout the search.

They went through the accommodation as usual, dumping the contents of drawers and lockers on the cabin deck, pulling mattresses off bunks and leaving them where they lay. After ensuring the accommodation was in a mess, they headed for the gangway. The pumpman called out 'the torch' because the naval officer was walking down the gangway with it in his hand. I then called to him, rather sharply and told him to hand it to the pumpman. He did, reluctantly and with a smirk.

Shortly afterwards, around midnight, the same officer arrived with a couple of refinery policemen and told me to go ashore with them. I refused and went straight to the master's cabin and woke him up. After conversing with them in Bahasa Indonesian, the master, who had been in command for many years in these waters, advised that they claimed I had accused an Indonesian officer of stealing a torch. I explained briefly, but the Old Man advised me to go ashore with them and said it would be sorted out in the morning.

I did and on arriving at a building near the gate to the refinery I was put into a room with bars on the window, a bench to lie on and given some water. The door was closed and locked. By this time it was around 0300, so I lay down and got at least a bit of sleep. About 0800 the door was opened and I was summoned and, after being allowed to use a toilet, was taken over to an office in another building, where I was told to sit and wait.

After a while, the master and another European man – a Shell representative, whom I was later introduced to – arrived and a discussion in Bahasa Indonesia took place. The master then turned to me and said 'OK, we can go back to the ship'. On the way back he told me that the Indonesian officials were stopped from proceeding with charges against me by an undertaking for a payment to be made, which the Shell representative had agreed to after some negotiation. If it wasn't made the ship would not be allowed to sail and I would be returned ashore. He also told me I had been set up and to make sure it didn't happen again!

By **Rod Short**

Change and Change Management Through Leadership Development in Education and Learning in Industry Work Places (Organisational Development)

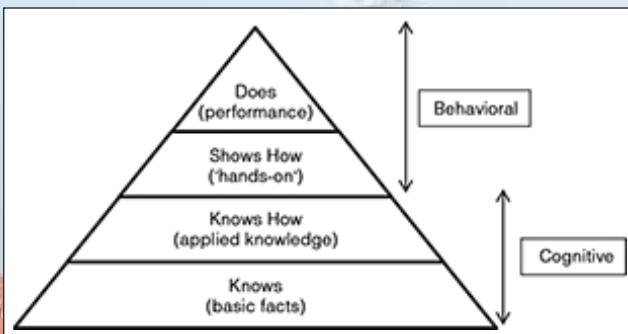


Introduction

Across organisations and borders, "Change" is a word often used when something required doing and no one really wants to do it. In 1996, Professor John Kotter, from Harvard claimed that nearly 70% of large scale change programmes didn't meet their goals. Why has this been so even up to now? Kotter claims that the problem lies in beliefs about who is responsible for launching change and how change is implemented. The Maritime industry is one very large global organisation, operating in over 200 countries with approximately 1.5 million seafarers. It carries much historical baggage in business practices, mind sets, cultural barriers, organisational behaviour - often human-centred activities, behaviour and resistances that can be almost insurmountable.

For the purpose of this discussion, I will focus on maritime education and training, MET and the framework in which it is practised, namely the international convention STCW 1978 as amended. It is human-centred and will encourage assessing the various leaderships that have failed to lead, implement and manage effective change to meet the standards of training of this framework.

As long ago as the 1995 amendments and the several years prior, leading towards promulgation, the competence based learning-training approach was advocated and made the methodology in which mariners would develop and be trained towards standards as the goal-based outcomes for performance at the work place. Yet to date, very few actually understood or practised this paradigm in MET. The majority have remained with traditional pedagogy applying mainly knowledge based delivery, privileging rote and regurgitation of information at intensive examinations. These examinations were graded to a minimum pass mark against subject knowledge and information but not continuously and progressively against standard performance criteria. The results of this resistance to change may have had a bearing in V-Group's Mike Bradshaw's presentation at the Nautical Institute AGM in June this year when he said that **"the days of assuming a certificate of competence defines acceptable standards are gone"**.



What are Rubrics?

Figure 1 - Is this simple process being carried out in MET?

Purpose

This paper intends to draw the many suggestions and comments that flash across blog sites and chat rooms as how this has happened and why has competency based learning as practised or not practised today not succeeded, despite many innovative disruptions promoting better learning. What will be the solutions? How must leadership be developed and trained for leading, launching change and the continued implementation and improvements necessary to keep up with global trends.

In transformational change, have the leaders in MET, jurisdictions and the industry been sufficiently educated, trained and capable in effecting change over such a large scale operation. More so now as the business trends indicate tensions that have built up since the global financial crisis GFC,

- Globalisation – global vs local
- Diversity – heterogeneity vs homogeneity
- Flexibility – flexibility vs stability
- Flat – centralisation vs decentralisation
- Networks – interdependence vs independence

We must learn to honour excellence in every socially-acceptable human activity—and to scorn shoddiness, however exalted the activity. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity—and tolerates shoddiness in philosophy because it is an exalted activity—will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.

– John Gardner

Outcome

With the above in mind, are we producing philosophers? What are the various reasons for not complying with competency based learning? How may we discard our very traditional didactic lectures, heavy handed almost futile examinations that do not measure performance standards in the form of competences? Comments are invited. Please send your thoughts and ideas to the author at; richsteo@gmail.com

By **Capt. Richard Teo, FNI FCILT MAICD MSc MIM GDBus BTeach/Ed MMar**

What is Distinctive About Educational Research as Compared to Other Types of Research?



Definition of educational research

Everyone does research for various reasons which ranges from buying a house to meeting the requirement of completing a course. However, real research involves the systematic process of getting information, understanding the information and reporting the information. Information is gained directly from documents, books, individuals and other resources. Research is a disciplined inquiry characterized by accepted principles to verify that a knowledge claim is reasonable.

The **definition of education research** is systematic, disciplined inquiry applied to educational problems and questions (McMillan, 2008). Another **definition of education research** is that it is a systematic investigation, involving the analysis of information (data) to answer a question or contribute to our knowledge about an education theory and practice (McMillan & Wergin, 2010).

Philosophy of educational research

Philosophy has many meanings and one of the meanings is that it is a set of beliefs that tries to explain the meaning of life or give rules about how to behave. Philosophy of education consists of the belief about the nature of reality. When taking in consideration the nature of reality we are talking about ontology which is a study of being and existence in the world. This includes self and others and contains what exists, what it looks like and how it connects with one another.

Philosophy of education also consists of the belief about the nature of educational research knowledge. When taking into consideration the nature of educational research, we are actually talking about epistemology which studies the nature of knowledge, the rationality of belief and justification. Also what is or how is the connectivity or relationship with other kinds of knowledge.

Philosophy of education consists of the belief about principles and values in the practise of education research. These includes showing high moral standards, always keeping in the mind and practising the right and the good in educational research. Further, when talking about values -- it is also talking about ethics; axiology is the philosophical study of value.

Key features of educational research

Educational research is the key to improving the outcomes of education. The key features of educational research are the distinctive focus of educational research which should be on **quality of learning and teaching**. For example trainee teachers need to know the fundamentals of education research so that they can apply it in their classroom.

Also there are so **many writings** which are contrast and are being opposed or entirely different from the research tradition. The research ultimate goal should be to discover general principles or interpretations of behaviour that people can use to explain, predict and control events in educational situations.

Another key feature is to **attempt to understand** or make clear the policies, activities and institutions by learning and teaching which results assists people to live to the fullest and distinctively. For example it helps us to understand the discussion of research we hear and see in the media such as on radio and television.

There is a saying that there is nothing permanent, except change itself. Much research has been conducted in many parts of the world. There is no one way to approach research and **variety in approaching** educational research is expected and it depends on philosophical position and on the requirement questions. A pilot study is always encouraged before beginning any education research as it could allow the researcher to correct some negativity in the research.

Thought can refer to the ideas or arrangement of ideas that comes from thinking. Thinking is an act of producing thoughts or a process of producing thoughts. From which position does the researcher observe, **realism** or anti-realism? Is it the real world he observes; the one interpreted by the researcher through his personal experience; or influenced by personal feelings, tastes or opinions?

Education research is being criticized by both the outside and from within the research community.

The outside community is impatient of research that does not give evidence based answers to the questions they asked. The internal critics condemn the very research which seeks to provide those answers. These critics are not just normal critics but **damaging critics**.

Comparison of educational research to other research discipline

Education research is normally done for the purpose of developing new knowledge about teaching and learning situations to improve educational practices. Education research can address the following variables, i.e. classroom management for example, which practices in class gives the maximum results in student learning; for example, learning how students learn best in each subject.

Further, on teaching e.g., what is the best teaching method to enhance the students' achievements in examination? Development, e.g., how do children and adults change over time, including their cognitive, social and emotional skills. Motivation, e.g., what are the best methods for teachers to motivate their students to continually strive for excellence. So, in comparing educational research with other research disciplines -- most of the research is done on educational research and improving teaching and learning.

The meaning of terms and the concepts they express that occur in arguments bear importance on the questions about evidential relations. The rules implicit in the use of particular words and its logical connectivity must be taken into serious consideration in education research. Technical language is used in research to convey exact meanings.

Education research rests on the premise of empirical evidence denoted by statistical and factual evidence. We have to be logical and systematic in our arguments and presentations of facts. Systematic and coherent arguments entail the presentation of facts in a format which is readable, concise and sensible. Arguments which will be based on empirical evidence must also be precise and clearly stated. There is no room for guessing and examiners look at your maturity of thought in education research.

Education concerns the development of human capacity which consists of behaving intelligently, judging, understanding and knowing. Every human being is different and education processes are slow and complex. In the author's opinion -- other research disciplines are not as complex as education research. Further, the separation of theory and practical are associated with policy and people's general feeling of doubt about the value of the education research.

In conclusion, there is a need for clarity in defining key terms which have been identified in the literature review of one's study. There must also be very significant connectivity in one's study and the literature review in order for one to defend one's arguments as the panel of examiners might consist of former teachers who are strict compared to other research disciplines.

Reference List

McMillan, J.H. (2008). Educational research: Fundamental for the consumer. New Jersey, United States: Pearson.

McMillan, J.H., & Schumacher, S. (2010). Research in education. New Jersey, United States: Pearson.

Ary, D., Jacobs, L.C., & Sorensen, C. (2010). Introduction to research in education (8th ed.). Wadsworth, United States: Cengage.

Lohman, D.F., & Lakin, J.M. (2009). Reasoning and intelligence. Handbook of Intelligence (2nd ed.). New York, United States: Cambridge.

Wallendorf, M., & Belk, R.W. (1989). Assessing trustworthiness in naturalistic consumer research. Interpretive Consumer Research, 69-84.

McMillan, J.H., & Wergin, J.F. (2010). Understanding and evaluating educational research (4th ed.). New Jersey, United States: Pearson.

Christensen, L., & Jorgan, B. (2004). Educational research: Quantitative, Qualitative and Mixed approaches (2nd ed.). New Jersey, United States: Pearson.

Delpit L.A. (1992). Education in multicultural society: Our future's greatest challenge. Journal of negro education, Vol.61, No.3, Africentrism and Multiculturalism: Conflict or Consonance. (Summer, 1992), pp. 237-249.

Montecinos, C., & Rios, F.A. (2007). Assessing preservice teachers' zones of concern and comfort with multicultural education.

By

Capt Sivanandan Vivekanandan
Senior Lecturer, Malaysian Maritime Academy

Eye on the Ball and Renewable Energy

Highlight

by
Iman Fiqrie

As not to lose focus on Climate Change and the Paris Initiatives, let's look at the progress with Renewable Energy.

It's been noted that China is shifting away from heavy industry, making it possible for real global energy reform. Just note the recent G-20 outcomes and China taking a leadership role. As a matter of fact, trends in energy today (e.g., depressed oil prices), coupled

with changes in LNG supply (coming online) means more competitive tenders, trading and blends. Also of note is Europe's "continued reliance" on coal, presenting possible concerns for achieving significant long-term emission goals. And lastly, global market share vs. price seems to be winning out over long standing OPEC control mechanisms on oil. That's it for now, we'd like to hear your comments over on the [globalmetblog](#).



Can Simulators Prepare you for Life at Sea? Pilot Study Says Yes, in Certain Areas



Working at sea can be tough. Operating in confined spaces, extreme weather and being far away from help in an emergency can all contribute to a (very) challenging environment.

Preparation, in particular for emergency situations, is therefore vital for new seafarers who need to be thoroughly trained for life on board before starting work.

Dedicated training vessels—operational ships that are solely used for training purposes—are ideal but, with operational costs as high as \$10,000 a day, they can be prohibitively expensive.

For individuals, cadet placements on operational vessels are one alternative. But a lack of space on board merchant ships means that they are increasingly hard to come by—and almost impossible in countries, such as landlocked ones, that don't have many ships to begin with.

A well-documented lack of seafarers coming up through the ranks also exacerbates the issue, with those that do qualify often advancing rapidly and often being less experienced in ship handling and manoeuvring than earlier generations.

For these reasons, many organisations see simulation facilities as part of the solution and are investing in them heavily; the Australian Royal Navy opened a state-of-the-art simulation facility in Sydney earlier this year and AMC itself has recently carried out a \$1.4m upgrade to its real-time maritime simulation technology, including a full-mission ship's bridge, a tug simulator and six ship operations bridges.

But how effective are simulators in preparing seafarers for emergency situations?

Researchers at AMC are attempting to find out and have carried out a pilot study comparing the effectiveness of training on vessels with computer-based and simulated training.

The work is led by Professor Margareta Lutzhoft, who researches 'human factors'—or how ships and systems should be designed around humans' capabilities, skills and needs, rather than vice versa.

"This is an area that is just beginning to be researched and it's so important because maritime systems and processes often fail to consider how people behave, which can lead to inefficiencies and even accidents.

"Simulated training is becoming increasingly relied upon and it is the right time for us to measure its effectiveness compared to on-vessel training."

Together with her team—Paul Brown, Clarence Pietersz and Siri Hirimbure—Professor Lutzhoft gathered nine first year

undergraduate students with no formal seafaring experience.

The students were briefed together on a man-overboard scenario and then split into three groups to undertake training on how to respond.

One group carried out the training on board one of AMC's dedicated training vessels, *Reviresco*; another was trained in a full mission simulator at AMC; and the third undertook their preparation in a computer-based training lab.

Three hours later, the students re-grouped on the ship and were individually assessed using standard assessment criteria on their performance in areas including practical tasks, team work and preparation.

How did the students compare?

The results showed that in certain practical tasks such as manoeuvring and positioning, the simulator trained students performed just as well as those on the vessel.

"This suggests that practical tasks can indeed be trained in full-mission simulators without affecting the quality of the results," said Professor Lutzhoft.

The simulator trained students obtained slightly lower scores in the area of teamwork, whilst the group trained in the computer lab did less well in all areas.

"Other tasks such as teamwork may still need to be trained on board, or we need to better prepare simulator scenarios to ensure we address all aspects of a situation and the appropriate response."

With the pilot completed, Professor Lutzhoft and the team are undertaking further research to detail exactly which tasks can and should be trained ashore.

They are also looking more deeply into which training and assessment methods are the most effective, a task carried out in close cooperation with AMSA, the Australian Maritime Safety Authority.

Professor Lutzhoft is confident that their work will help further our understanding of how best to prepare seafarers for life at sea.

"By understanding how and why people are best trained for work on board ships, we can provide training that meets their needs, and the needs of the industry, in an effective way."

By **Prof Margareta Lutzhoft and Dr Ben Brooks**
Australian Maritime College



Train, Train, ReTrain, ReTrain!

Personal Profile Richard Dunham

Following 18 years at sea, ending up as master, Richard spent 6 years working as a lecturer at Fleetwood Nautical College and at Warsash Maritime Academy in the UK, where he specialised in simulator based training and Electronic Navigation. He then moved to the Marine Accident Investigation Branch, taking up a position as an Inspector of Marine Accidents. Here he undertook investigations into a range of incidents and accidents on all types of vessels, and was the Branch representative on the UK Safety of Navigation committee (UKSON). Richard took up a post with AMC in 2009 specialising in simulation training, and has recently moved to a similar role with AMCSearch, the commercial arm of AMC. Richard is a Master Mariner and holds a Post Graduate Diploma in Navigation Technology, a Graduate Certificate of Education, and holds a Cert IV in Training and Assessment.



What's Your Employee Engagement?

by
Iman Figrie

Did you know employee engagement is on the rise and according to Talent Development Magazine's recent August issue – the global average was at 65% by the end of 2015? This up from 58% in 2012.

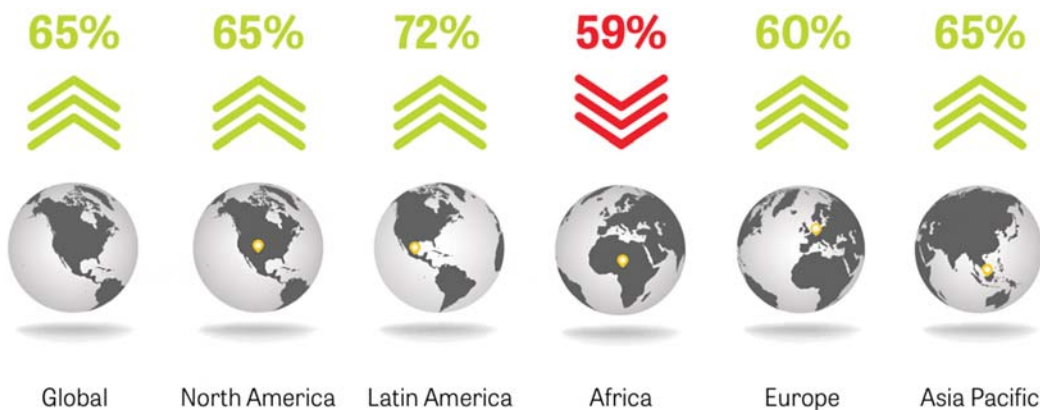
Just what is employee engagement anyway? It's "...the level of psychological investment an employee has in their organization." How's your organization's engagement?

BONUS

Global Engagement Levels

2015 Engagement Percentages

+ TAP TO REVEAL PERCENTAGE CHANGE FROM 2014



Source: 2016 Trends in Global Employee Engagement, Aon, 2016

Highlight

Maintaining Quality Maritime Education through Accreditation



Continual improvement is one of the vital processes that an organization has to undergo. For this to be realized, any organization has to adapt the culture of quality and its maintenance. These two aspects are very important in the effective and efficient management and operation of any system. It is imperative that organizations constantly aim for a higher mark and create space for growth so they can always be abreast with the latest demands of the community they are catering to and be able to respond positively, thereby satisfying the clients. One way of ensuring this is through accreditation.

Accreditation is a tool and a process for any organization to ensure and improve its quality through self-evaluation and validation from outside peers or authorized accrediting bodies who developed a set of standards to be used (Council for Higher Education Accreditation [CHEA], 2010). An organization that subjects itself for accreditation has to meet or even exceed the minimum standard criteria set by the accrediting body. When the accredited educational institute is evaluated in terms of the quality of its service to its students and to society using the set criteria and following standard procedure, then accreditation is said to be a process (CHEA, 2010; PACUCOA, 2016). On the other hand, the outcome of the process is referred to as the status (CHEA, 2010) or the results (PACUCOA, 2015).

In the Philippine educational setting, accreditation of different private educational institutions is undertaken under the leadership of the Federation of Accrediting Agency in the Philippines (FAAP), of which the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) is a member.

The Maritime Academy of Asia and the Pacific (MAAP) is one of the respected maritime institutions that supply the great number of Filipino seafarers to the world maritime fleet. In order to sustain and meet the demands of the shipping companies and the statutory requirements of the regulatory bodies here in the Philippines and even beyond, the Academy has to make sure that its operations, specifically its educational offerings are above board and parallel with the best. With the leadership and inspiration of VADM Eduardo Ma R Santos, MAAP firmly believes that there is always room for improvement and that growth is sustained. It is with this belief that despite the national and international recognitions the academy has received (PNS ISO 9001:2015 Quality Management Systems, PSB 100:2002 Standards for Quality Maritime Education and Training, Commission on Higher Education Rules [CHED] for a Quality Standards System in Maritime Academies, Maritime Industry Authority, Offshore Petroleum Industry Training Organization [OPITO], and the recognition as the number one maritime school in the Philippines [finduniversity.ph]), the management took the lead in applying for the Level II accreditation of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

PACUCOA accreditation is composed of eight (8) phases starting with the orientation on accreditation visit to the fourth level (PACUCOA, 2015). In retrospect, MAAP applied for PACUCOA candidate status in May 2013 and Level I accreditation in 2014. Because of the commitment of the management to quality, MAAP strove harder to comply with the requirements set by the accrediting body. The Academy has continuously endeavored

to improve its educational operations. It has undergone reorganization, has revised its curricula in line with outcomes-based education, and has focused on program evaluations in response to the changing standards of maritime education. The management endeavored to look more closely into the processes and the outputs of the different concerned areas/offices.

The Level II Reaccreditation Visit was concluded on September 6, 2016. Passing this Level II accreditation would grant the academy the “authority to give degrees from accredited courses or programs as long as it complies with the minimum requirements set by CHED” (Ching, 2013) aside from the revision of the curriculum. In addition, MAAP would be granted considerable autonomy by CHED.

During the Level II Visit, the PACUCOA Accreditors inspected 10 areas, namely; Philosophy and Objectives, Faculty, Instruction, Laboratories, Research, Library, Student Services, Social Orientation and Community Involvement, Physical Plant and Facilities, and Organization and Administration. Each of these areas has specific standard criteria that require indicators or evidences from the academy. Considering these areas, MAAP has ensured that improvements are continuously being carried out to have a seamless operation all for the total development of the students towards becoming competent maritime officers on board international vessel. Documentation of inputs, processes, and outcomes was strengthened for reference for policy-making, planning, and /or decision making.

In terms of Philosophy and Objectives, MAAP ensured that all the department and division heads, faculty, staff, and students are well aware of its mission, vision and institutional objectives.

With regards to Faculty, MAAP ensured that its faculty members, especially the maritime professionals are current in terms of their licenses and technical know-how. Continuing professional development is encouraged to make sure that what the instructors transfer to the students is sufficient, up-to-date and relevant. Hence, MAAP is closely working with its partners such as GlobalMET, Nautical Institute (NI), and Institute of Marine Engineering, Science and Technology (IMarEST) and other organizations/institutions.

In terms of Instruction, outcomes-based education and assessment is the focus. The Academy ensures a seamless connection between instruction and the program educational objectives, program outcomes, course syllabi, course documents, table of specifications and assessments.

With regards to Laboratories, MAAP ensured that its state-of-the-art simulators, laboratories, and other facilities enhance the learning process, approximating those used in the industry thus enabling the institution to address the maritime industry requirements for safe and efficient operations at sea. The existing number of simulators and laboratories is beyond the required minimum carrying capacity prescribed by CHED, providing students additional knowledge on the use of those equipment. The Academy’s full compliance to new trends and standards of training for the maritime industry is emphasized with its acquisition of additional simulator facilities such as Gas Turbine, Steam Turbine, and High Voltage Engine Room Simulators that

are based on current maritime industry standards. The MAAP full mission bridge on a motion platform system integrated with a 3D full mission engine room simulator, that is capable of providing a full ship simulation exercise, ascertains acquisition of skills needed in the shipping industry among students.

As regards research, the MAAP top management strongly supports research and development in the academy through programs such as improving research capability, enhancing research productivity, generating new knowledge for the improvement of the quality and competency of seafarers, utilizing research outputs, and disseminating research findings through publication and paper presentation in national and international conferences.

With respect to Library, MAAP has ensured that its resources are up-to-date and supportive to the requirements of the maritime programs that the Academy officers.

On Student Services, the MAAP has strengthened its total midshipmen development training program. This program was conceptualized based on the Academy's educational philosophy of total student development.

On Social Orientation and Community Involvement, MAAP supports a highly visible and quality community outreach program. Its extension service programs include educational, training, and value formation, environmental care and sanitation, health and nutrition, livelihood skills assistance, and other programs.

On Physical Plant and Facilities, MAAP boosts its infrastructure development through the years. Overlooking a panoramic view of the sea, the academy now covers a 143-hectare site that houses two (2) campuses with fully air-conditioned rooms, modern facilities, and equipment. MAAP's clean and green environment supports a conducive learning atmosphere for the students.

With respect to Organization and Administration, the Academy reorganized in 2013 to ensure a better educational setting that would support better planning, coordination, and implementation of programs, projects, and activities.

During the Level II re-accreditation visit's post-evaluation conference, the remarks by the accreditors were greatly welcomed. They mentioned the strengths of each area as well as the opportunities for improvement. After expressing his gratitude, the chairman of the accreditors remarked encouragingly that accreditation "is about change and institutionalizing the habit of improvement." He also added that the measure of quality of educational services provided to the

students in the context of outcomes-based education is not what the learners are taught but it is what they learn from their teachers that matters the most.

In response, VADM Eduardo Ma R Santos, AFP (Ret) also conveyed his gratitude for the visit of the accreditors. He stated that accreditation or audit is always welcome for it opens opportunities for improvement. These areas are chances for the institution to continue becoming better that is why the visit is very important. It is through these continual improvements that the Academy achieves its goal of molding and producing maritime graduates who are equipped with knowledge and skills required of an officer on board. "We want them (the students) to become officers, not just rating," said the President. Not only that, the President also stressed that with the goal being achieved, the other maritime schools are also encouraged to "...pick themselves up" and improve as well.

References

Ching, G. (2013). Higher education accreditation in the Philippines: A literature review. *International Journal of Research Studies in Management*, 2 (1), 63-74.

Council for Higher Education Accreditation (2010). The value of accreditation.

Philippine Association of Colleges and Universities Commission on Accreditation (2015). General information. Retrieved from http://www.pacucoa.ph/general_info.htm

Philippine Association of Colleges and Universities Commission on Accreditation (2016). Programs that PACUCOA accredits. Retrieved from <http://www.pacucoa.ph/htm>

Santos, E. (2016). Post-Accreditation Conference [speech]

About the Author

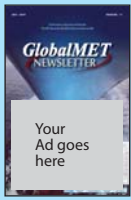
Ms. Caroline W. Dacwag is an English Instructor and Assistant Research Coordinator of the Maritime Academy of Asia and the Pacific (MAAP).

By

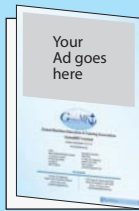
Caroline W. Dacwag, Faculty Member
Maritime Academy of Asia and the Pacific (MAAP)



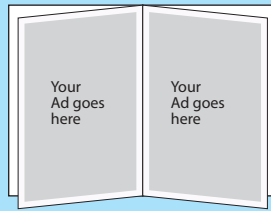
Advertise in the GlobalMET Newsletter & General Memos



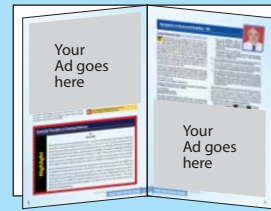
GlobalMET Newsletter
is widely circulated.



Half front or
back page
\$ 750



Full inside
page
\$ 500



Half inside
page
\$ 250

Visit: <http://globalmet.org/>
for complete membership list.

Contact:
secretariat@globalmet.org

SPECIAL 50% DISCOUNT FOR GlobalMET MEMBERS



Global Maritime Education & Training Association

GlobalMET Limited

Australian Company Number 103 233 754

www.globalmet.org

Chair:
Capt Pradeep Chawla
Anglo-Eastern Univan Ship Management
23/F, 248 Queen's Road East
Wanchai, Hong Kong

Executive Secretary:
Capt Richard Dunham
PO Box 8042, Trevallyn
Tasmania 7250, Australia
rcdunham@gmail.com

Secretariat

1070 Tower B1 Spaze I-Tech Prak
Sector 49 Gurugram 122002 India
Tel 91 124 45525 56/57
secretariat@globalmet.org