

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](http://www.globalmet.org)

### Inside this Issue

Editorial .....	2
Reconnecting to those Days of Glory: from Niagara Falls to Maritime Education and Training .....	3
On Leadership and Management Development & Training for Sea-Going Officers .....	4
Technical Highlight: Google Chromecast and mobile computing .....	5
Marine Incinerators.....	6
How the Talent Development Professional Adds Value to the Organization .....	6
On Seafaring, Maritime Education and Industry.....	7
Report on the IMLA '23 Conference .....	9
Continuous Professional Development for Professional Mariners in Maritime Education and Training and Associated Functional Roles .....	11

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

**According to the *State of Shipping Industry and Forward Looking Perspectives*, “The world needs daring and decisive political leadership”.**

**A**s a community of maritime educators and seafarers, what should we take as our cues for the development of our academy’s mission and vision statements and providing value to our customer and stakeholder base? Initially one might suggest taking the lead from the World Maritime University (WMU) mission which is to serve the global maritime community through education, research and capacity building to ensure safe, secure and efficient shipping on clean oceans; its vision to be the World Center of excellence in postgraduate maritime and ocean education, professional training and research while building global capacity.

At the diploma and academy level, such goals seems a little high minded, unachievable and yet they seem to shed some light on actual goals with reference to the economic realities and drivers of the maritime education and training and industry. Let’s look at some of the economics.

World GDP growth and prospects for shipping continue to be impacted by oversupply of tonnage in all segments, but according to the *State of Shipping Industry and Forward Looking*

*Perspectives*, owners have weathered similar conditions before; the container and tanker sectors apparently taking a beating. Weak economics aside and ever slow growth-- confidence is slowly being restored and freight rates on a downward slope.

Maybe forums like this newsletter can help bridge such voids and help articulate needed requirements for both MET and industry. In order to do so, however, more seafarers must become active, get involved in industry discussions and forums; give back.

Thanks in advance!

To comment, please visit [globalmetblog.imanfiqrie.com](http://globalmetblog.imanfiqrie.com) where over 800 comments have already been left so far; “best blog,” “I love your blog,” “excellent job,” “valuable information” and more. New social media buttons, forums and collaboration capability-- only getting better! Look forward to your visit, see you there.

For the Executive Secretary,

By

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



## Reconnecting to those Days of Glory: from Niagara Falls to Maritime Education and Training



Recently, I was on a well deserved vacation back to my home country of the United States and the city of Niagara Falls, NY, where I was born and raised, to visit my family and unwind a little bit. I hadn't been home in quite a number of years; I had retired to Malaysia directly from the military in about 2005, got married and had been in Malaysia ever since. While on vacation, I also had an editing deadline for this newsletter to worry about and was also a bit pressed for a specific topic to write about. I read and write a lot, so having material isn't the problem. As one would have it, I had also just gotten off a shipboard attachment onboard an LNG vessel, so this became the subject of one other article in this month's newsletter.

There's been a lot written in previous GlobalMET newsletters, forums and the web in general about maritime education and training (MET) and industry revolving around the need for MET to "step up" the quality of training, the use of new technologies in course curriculums, taking more responsibility for talent development of both educators and cadets, acknowledging MET's own shortcomings and pretty much doing something about the apparent abyssal state of affairs in MET and industry with reference to quality and standards.

A similar theme can be said to reside in my own hometown of Niagara Falls, NY (NF), known to many as one of the seven wonders of the world; not so much maritime education, but education in general, new technologies and just plain recapturing the former glory the Falls used to have in its earlier years as the place to go and having a strong regional cultural heritage. I can attest first hand there are many issues in NF regarding a myriad of standards and requirements for education, culture and money matters. In this newsletter, I'd like to try and draw a few parallels between MET and my hometown not by speaking directly or too hard about maritime issues as this hadn't seemed to have work that well before; besides, talking about Niagara Falls and linking it to maritime is a good diversion, Figure 1 refers.



Figure 1 - American and Canadian Falls overlooking the Maid of the Mist boats

The state of NF is not good, 4 of 6 schools in NF out 276 schools total in Western NY, rank in the bottom 25%, there are issues abound with city debt, payments and the tax base; and, a number of families live at or near the poverty line.

My father's been in NF for nearly seven decades, is an avid photographer and handed me a historical photo album about the Falls from the 1800s to about 1969 in which while looking through it I gleaned some important core principles and themes that seemed to help make Niagara Falls the great attraction and cultural heritage that it was, used to be and seemed to now be in decline. The idea here being maybe to ascertain the reason for the city's apparent decline and draw some parallels to MET.

Maritime education and training and industry could probably do with some similar soul searching to try and analyze and get back to the glory days when maritime shipping was great, as significant shortfalls in the industry exists today. As a matter of importance, the maritime industry is extremely important as much of the world's good and services are economically shipped this way, it also serves many humanitarian purposes, and according to some sources--serves as a primary driver to some of the most important economies in the world. There's also a cultural heritage aspect and love affair that many countries have with the sea-- so why is there a shortfall in seafarers? People don't want to go to sea?

The maritime industry is becoming more and more complex every day, ships getting bigger and requirements ever increasing; at the center of this is the seafarer himself; and without well trained, educated and technologically competent seafarers-- the maritime industry could also be in a state of continual decline.

As an observation of the core principles, themes and values that made Niagara Falls the great city that it was, the following were noted:

- ♦ **Community engagement.** This meant that the people of Niagara were actively involved in all aspects of city; community development, activities and progress-- to include preservation of the environment.
- ♦ **Preparedness and action.** The city community seemed to take to heart personal responsibility, accountability and a call to action to make the city great.
- ♦ **Community enrichment.** The people seemed grounded and for the most part in tune with their surroundings, like family and made the effort to help foster and enrich the community.
- ♦ **Technology.** The Falls provided a natural power source and was for its time was on the cutting edge of technology and power generation, this attracted a lot of industry to Niagara Falls, but in some ways provided of source of conflict for Naturalists.
- ♦ **Public service.** The people of Niagara Falls went out of their way to put others first, serve others, look out for one another, and volunteer their time and expertise to make the city great. This has since subsided significantly, people are now doing what my old teacher used to refer as "...it's doggy dog out there, ice cream for me-- @#!& for you".
- ♦ **Tourism.** Tourism has, is and seems will always be a mainstay for Niagara Falls because of the Falls, but in no small part due to good management.

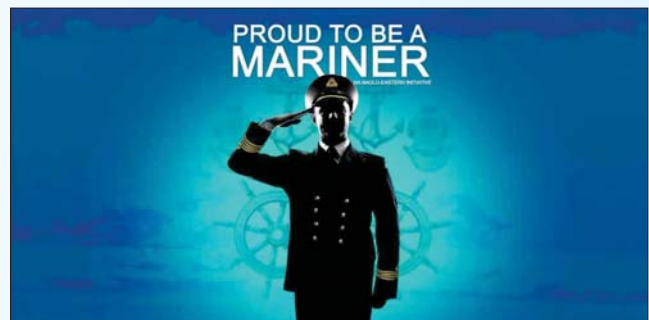


Figure 2 - Proud To Be A Mariner - An Anglo-Eastern Initiative

Maybe all of the above but the last one also seems to be relevant core principles for MET and the maritime industry as well. I get the sense, however, when I walk around and speak with people in my hometown and MET that they mostly complain, but rarely want to do what's required to make a difference-- often asking what's in it for me; this seems more so in MET and the maritime industry. When it comes down to it, it seems we haven't learned from our forefathers or the last twenty years or so of lessons learned.

We also seemed to take many things for granted these days, even though Global Warming and Climate Change says we should be more than concerned about the state of affairs. As much, seems we can't turn the corner on doing the right things or what's required to make things better-- mostly people seem concerned about making the all mighty dollar! Follow the money as they say.

Take this newsletter, for example, most everyone I solicit for writing articles asks if they get paid for writing articles or they have no time; no time for the young seafarers they complain about when they get to the ship. Where one spends one time or gives one attention is what thrives and gets better. We barely have a enough articles for this edition and there are hundreds of maritime professionals out there, many of which again are complaining about the level of knowledge of cadets and newly certified officers--yet themselves have little to contribute (recall the core themes above) except when it benefits them.

In conclusion, on my soul searching journey back to my hometown, I seemed to have plugged into something and realize that core values and proactive participation in our own success are relevant and what matters in order to achieve the future we see for ourselves. What kind of future does MET and the maritime industry see for themselves? I haven't really seen an articulated mission and vision with that in mind. It's about time we start to articulate a vision and value proposition about the kind of MET and industry that will return us to greatness, the pride of nations and make future seafarers want to go to sea and love it, Figure 2 refers.

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

## On Leadership and Management Development & Training for Sea-Going Officers



The Chartered  
Institute of Logistics  
and Transport

FCILT  
Chartered Fellow



**M**uch has been debated about the need for officers to have leadership and management skills. In a rather confused and make-shift way, this basic competence or skills set have made its way into the STCW code at operational level. It is now being promoted for management level. Really? Is there truly a difference in level of skills? Many argue that leadership and management is intrinsic to our abilities in work and life and therefore the aspiring officer will require development and training as soon as he or she decides to make himself/herself useful in their chosen career. One gets better and more skilful with experience, exposure and learning when engaged in the various disruptions that will occur as we traverse through life. This short article hopes to open up the horizon for many of our myopic leaders in MET, regulatory and ship operations.

Claudio Feser, Fernanda Mayol, and Ramesh Srinivasan in **McKinsey, January 2015**, report that new research suggests that the secret to developing effective leaders is to encourage four types of behavior.

Telling anyone these days that leadership drives performance is a bit like saying that oxygen is necessary to breathe. Over 90 percent of CEOs are already planning to increase investment in leadership development because they see it as the single most important human-capital issue their organizations face. And they're right to do so: earlier McKinsey research has consistently shown that good leadership is a critical part of organizational health, which is an important driver of shareholder returns. All very good indeed.

However in the context of leadership development at sea serving on very large business vehicles (the ship) in the form of "small" strategic business units (SBU), this particular characteristic innovation and development is acutely missing. This is frontline and the nursery bed of growth for nurturing young aspiring shipping executives and business leaders but yet the most neglected sector for the maritime industry, particularly in the development of the officer to higher roles in the industry, beyond ship-borne operations.

What sort of leadership behavior should maritime organizations encourage? There are presently no standard definitions or development approaches? The STCW code is insufficient for overall leadership and management competences development, training and sustainability. Workplace (ships) internships do not exist and even where certain efforts have been made in mentoring, workplace leadership lack the actual construct and praxis to provide effective internships. There is still that continuous, nagging gripe from operators, MET, regulators and so on that the Watchkeeper is not up to the job.

Should companies now concentrate their efforts on priorities such as role modeling, making decisions quickly, defining visions, and shaping leaders who are good at adapting? Should they stress the virtues of enthusiastic communication? In the current absence of any academic or practitioner consensus

on the answers, leadership-development programs address an extraordinary range of issues, which may help explain why only 43 percent of CEOs are confident that their training investments will bear fruit. Perhaps more so acutely in the maritime sector.

McKinsey's recent research, however, suggests that a small subset of leadership skills closely correlates with leadership success, particularly among frontline leaders. McKinsey came up with a comprehensive list of 20 distinct leadership traits. They surveyed 189,000 people in 81 diverse organizations around the world to assess how frequently certain kinds of leadership behavior are applied within their organizations.

What they found was that leaders in organizations with high-quality leadership teams typically displayed 4 possible types of behavior.

These 4, indeed, explained 89 percent of the variance between strong and weak organizations in terms of leadership effectiveness.

*Solving problems effectively.* The process that precedes decision making is problem solving, when information is gathered, analyzed, and considered. This is deceptively difficult to get right, yet it is a key input into decision making for major issues (such as M&A) as well as daily ones (such as how to handle a team dispute).

*Operating with a strong results orientation.* Leadership is about not only developing and communicating a vision and setting objectives but also following through to achieve results. Leaders with a strong results orientation tend to emphasize the importance of efficiency and productivity and to prioritize the highest-value work.

*Seeking different perspectives.* This trait is conspicuous in managers who monitor trends affecting organizations, grasp changes in the environment, encourage employees to contribute ideas that could improve performance, accurately differentiate between important and unimportant issues, and give the appropriate weight to stakeholder concerns. Leaders who do well on this dimension typically base their decisions on sound analysis and avoid the many biases to which decisions are prone.

*Supporting others.* Leaders who are supportive understand and sense how other people feel. By showing authenticity and a sincere interest in those around them, they build trust and inspire and help colleagues to overcome challenges. They intervene in group work to promote organizational efficiency, allaying unwarranted fears about external threats and preventing the energy of employees from dissipating into internal conflict.

**Note:** These four similar skills are tabulated in the Australian Maritime Training Package (MAR13) within the range of Employability Skills requirement.

The research points to a kind of core leadership behavior that will be relevant to most companies today, notably on the front line that will consist of ship and shore staff. For organizations investing in the development of their future leaders, prioritizing these four areas is a good place to start.

But first, maritime needs to realise that the shift in paradigm for training and development must begin with the acceptance that mind sets and culture must change for the better. This is an ongoing challenge. Perhaps as IMO gets more transparent, one of the outcomes mentioned by the incoming Secretary General, Lim Ki-Tack, may compel these changes.

Finally,

As we point towards better personnel development on board ships. These ships too must become a useful component in learning and doing and itself becomes a learning organisation whilst it goes about the daily routine of the business of shipping and transportation across the world. There can't be many better workplaces that can foster learning and doing the business better than a mobile strategic business unit, surely?

To successfully change culture there are some prerequisites to success. These prerequisites include change clarity, change commitment, change capacity, change capability and change effectiveness which are needed to successfully accomplish the culture change. The purpose of evaluating the presence of these prerequisites is to prevent obstacles that would otherwise delay or stymie the culture change. *Donna Brighton – Culture University*



### Further Reading

Fesser C., Mayol F., and Srinivasan R., (2015) Decoding leadership: What really matters; McKinsey Quarterly, January 2015

Senge. P. (1988). The Fifth Discipline – The Art and Practice of the Learning Organisation

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

## Highlight

### Technical Highlight: Google Chromecast and mobile computing

by Iman Fiqrie

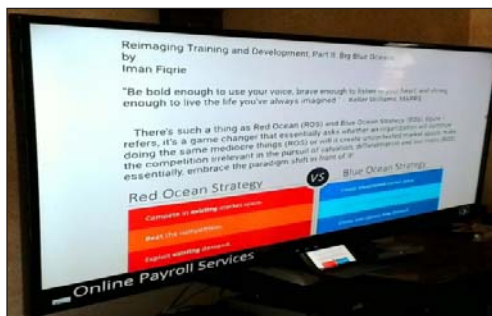


Figure 1 - 65 inch screen TV and Smart Phone



Figure 2 - Google Chromecast, extension and power cord

Need to make a presentation and don't have a projector? Have a large screen display TV and a Smart Phone? On the move, travel a lot and can't carry a large amount of weight or computer equipment because of travel weight restrictions. Maybe you're at home and don't feel like being chained to your desktop computer or computer room, try Google Chromecast. The Google Chromecast HDMI dongle fits right into the back of the TV's HDMI port and instantly turns your TV into an internet ready large screen display using your mobile device; tested with an Android device.

The Chromecast costs about \$40 USD and comes with the Chromecast HDMI dongle, HDMI extension and power source (micro-usb end). Unlike some mobile ready TVs, Chromecast requires you to download the Google Chromecast App from the Google Play Store to help setup and use the device. This part can be a little tricky. Chromecast is connected to the Internet through your WIFI. When idle, a picturesque graphic and photo art show periodically appears as wallpaper on the TV screen with other interesting information.

## Marine Incinerators



**W**e use incinerators on board ships for burning off the sludge, oily rags, paper and cardboard. The important associates of the incinerators are the waste oil tanks where we evaporate the water content by opening steam to the coils of these tanks.

It is important to check from bottom to top to understand what other fittings are there, if any, connected with uptakes of these tanks, such as the exhaust fan to aid evaporation and homogenizers fitted on these tanks to churn the sludge for making it more burnable.

We have been successful in minimizing accidents involving incinerators by ensuring that these are run only during day time when more manpower is available in the engine room to keep a regular watch on them. Things could go wrong quickly such as burning failure, breaking of a copper pipe, overheating at the

burner mouth, uptake temperature going high etc; burning failure can occur if oil pressure is not correct, if water finds its way or oil temperature (sludge temperature too high or too low, a good temp experienced was at 90 degC). Failure of the V belt also has contributed to failures. The Forced Draft (FD) fan should be kept in well maintained condition because there is no substitute for this one.

On one particular incinerator, the furnace temperature sensor used to get burnt because of its close proximity to flames. We had to provide sheathing to it by locating a suitable tube, inside in which to fix the sensor. Overheating of refractory due to flame impingement has also contributed to failures on many occasions. The refractory needs to be inspected and rebuilt from time to time. Filters in the system need to be kept clean.

Logging the evaporation and sludge burning in oil record books need to be done carefully besides burning of the oily rags (indicate quantity), according to the instructions given in the beginning of the Oil record book itself. Check up with the owners if you are using the latest book prescribed by your flag state.

And finally, when evaporation capacity reduces, we need to clean the coils of the waste oil tank. Check if the high temperature alarm functions correctly (normally set at 125 degC). The condition of uptake exhaust fan bearings should be checked as well as the uptake high temperature alarm and furnace high temp alarm. There is also an indicator to show the furnace temperature and it should be kept in good operational condition.

Follow the instructions given in the operation manual on method and periodicity of checking the alarms and log it too in the oil record book under the maintenance heading.



By **Mahendra Singh**  
Chief Engineer

## How the Talent Development Professional Adds Value to the Organization

by **Iman Fiqrie**

**Highlight**

The concept of adding value to an organization is what many may call “the value proposition” and means that the Talent Development Professional (TDP) ensures, understands and aligns the organization’s mission, vision, business drivers and the TDP’s own personal values; provides the necessary focus to articulate both short and long term goals; and delivers on the promise of adding value to the bottom line for the organization. The value proposition then, must be articulated to the client in clear terms-- they must get the picture and believe it can be done.

In order to accomplish this, there must be standards of conduct upon which all things are possible and without which most undertakings end up “bearing little fruit”. The value proposition suggests to the client why they should take your business; e.g., to help enhance the bottom-line. As such, the TDP may find themselves in several roles-- e.g., ensuring programs are supportive to the mission and vision, gaining leadership buy-in and support, and ensuring employee participation.



## On Seafaring, Maritime Education and Industry



### Dedication to seafaring men and women

This article is dedicated to the hardworking seafaring men and women who go to sea all around the world every day. Thank you!

### Maritime education lecturer shipboard attachment

The inspiration for this article came about as a result of a required two week assignment to board a modern vessel (in my case, an LNG vessel, Figure 1 refers) during normal operations; observe the process of loading and discharging of cargo between ports-- discharge port, Japan; and to report on technology changes and its impact, firefighting and life saving appliances and cadet progress. The attachment was to be as a supernumerary and part of a program whose aim was to help keep maritime lecturers current, close the gap between the seafaring industry and the maritime academy, and amongst other things--follow-up on the cadet's training and record book (TARB) and their progress; there were three cadets-- two were women and one was male on their final attachment of four months of a 12 month attachment.

My attachment was timely, appreciated and rather fitting considering the state, challenges, issues and concerns with maritime education and maritime industry in general; this in the context of all the requirements of the last several years, ever increasing technology advances onboard ships, ship energy efficiency management planning (SEEMP), Global Warming, environmental pollution and impact, Maritime Labor Convention implications, "Gen Y" and adult learning theories-- to name more

than a few. Needless to say, in the opinion of not just the author, but many a seafarer-- there now exists an overabundance of requirements, paperwork for seafarers to comply with these days onboard vessels and an asynchronous relationship with policy makers. As a consequence then, stress management is definitely important and a significant factor for the modern seafarer; e.g., the top four officers will most likely work long hours and most likely never see most liberty ports that the vessel will enter.

### Technology and reporting

Technology was supposed to be a game changer for the maritime industry, making a number of shipboard reporting requirements much easier and giving the seafarer some relief from the complex nature of today's maritime environment; yet it seems one finds that much of the same paperwork requirements that initially led to the adoption of new technologies and automated processes onboard for reporting requirements back to the home office in the first place still has to be done, not because there's anything necessarily wrong with the electronic data or reporting format, but merely because home office requirements continue to also require the previous manual reporting ; double the requirements and work. Additionally, in many other cases ashore there also appears to be multiple silos of operations and requirements (i.e., lack of coordination and efficiency) sending a



Figure 1 - LNG vessel

duplicity of requirements and requests to the ship from different siloed departments and if the seafarers don't answer these emails and requests in what shore side personnel believe is a "timely manner," then the shore office becomes upset and thus repercussions thereof. What this does is leash senior shipboard officers to their desks and computers and flips many a long standing paradigm and work practice ratio whereby 90% of the job might be spent on deck or in the engine room and 10% on paper work (90:10) to a ratio that now looks something like 10:90. Is there any wonder incidents, accidents and such are still happening with no apparent noticeable change? One might even argue happening in greater numbers-- given the ever increasing requirements, minimal coordination of shore side requirements and reduction in manning onboard ship. We have yet to discuss how charter requirements and needs impact and drives ship schedules adding to the asynchronous nature between industry and policy makers; e.g., ships must quickly load, turn around, discharge and transit between ports at high speeds just to do it all over again often times in port for just over half a day; this reality seems way out of sync with all the aforementioned requirements and concerns just described.

### Understanding the core issues and concerns

Seafaring men and women's daily routines include watch standing, ever increasing paperwork when off watch, preparation for increased inspection regimes, deck work and engine room maintenance and preservation all with reduced manning and the call for MLC (maritime labor convention requirements for reduced hours). It's as if those in charge who have retired from going to sea and now work ashore and making policy are far removed from the current realities of the modern



Figure 2 - A Trylon tower

seafarer! Accordingly, to digress a little bit, this reminds me of an analogy and story then U.S. Chairmen of the Joint Chiefs of Staff (highest ranking military officer in all of the many services, a 4-star General in this case) Colin Powell once described; In his younger years and lower ranks when he was at the bottom looking up at what might be expected of him to rise to the top-- that it was overwhelming and like being at the bottom of a giant trylon tower (Figure 2 refers) with the sides barely visible and pinnacle barely in sight; as he rose up the officer ranks the sides of this mammoth trylon structure began to get closer and closer until he was touching the sides and eventually transiting outside the huge tower into the stratosphere hanging onto stars and far removed from the realities of what was happening on the ground. To remedy this, then Chairmen Powell said his strategy was to use every opportunity to meet, greet, shake hands, see first-hand and to ask questions of lower level personnel to help ground himself in the requisite realities and help provide clarity to an otherwise vast establishment and process. Hopefully the analogy is not lost here in that required ship attachments do just that-- provide a vehicle for the grounding in reality, understanding of the required core issues and business drivers of the organization.

### Conclusion

In conclusion, after riding the ship for two weeks, my understanding of the modern seafarer's requirements has significantly changed and surely will impact my application of learning theories, behaviors and view of maritime education and industry-- as it should. For example, as far as the cadets were concerned-- seems the reduced manning levels has caused them to be used as substitute labor, causing a large portion of their initial attachment focused on duties and maintenance; this puts the cadets significantly behind by the time they get to their second ship. Of course it's easy to blame the cadet, but I find that the crew are necessarily so busy that the mentoring and guidance that could be done-- doesn't really happen as it should.

As for technology onboard ship, the amount of technology changes and advances since I was onboard ships a mere decade or so ago before has indeed been significant and maritime education and training must prepare accordingly, engage industry and embrace these new technological changes. For example, using equipment and props from ten or twenty plus years ago is unacceptable; accordingly, MET must acquire the necessary equipment and 21st digital skills to keep up with these new technologies.

Even so, unfortunately I expect "much ado about nothing". This has been the legacy of maritime education and industry-- point the finger, pile on the requirements and make that money; as new paradigms emerge, policy makers, educators and industry seem to have significant momentum doing what they've always done and thus, change may be nothing more than mere "kaleidoscope eyes and marmalade skies."

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



### Introduction

The International Maritime Lecturers' Association (IMLA) is an international forum aimed at promoting contact and cooperation between Maritime Lecturers of all disciplines and to develop a body of professional expertise. Teachers and other interested parties from all over the world dedicated to mediating in the process of Maritime Education and Training are invited to become members and to freely present their achievements, share experiences and exchange ideas.

The 23rd IMLA Conference was hosted by the Durban University of Technology, South Africa. The conference took place at the Elangeni Sun hotel conference centre in Durban from 29 June to 3 July 2015.

### Presentations & Workshops

The theme for the IMLA '23 Conference was "Challenges facing emerging MET Institutions – the need for collaboration".

After the initial registration day, delegates from across the globe participated in a very full 4-day program that included 32 presentation papers and three workshops. The presentation sessions focussed on the following sub-themes:

#### Session 1: E-Learning and Educational Technology

This session covered lessons in providing MET remotely, SAMTRA's road to eLearning (presented by Greg Moss – SAMTRA), Using multimedia to understand ship design, innovative manoeuvring support for ships by simulation, 3D simulation of collision detection and response, application of marine simulators to bridge the gap between ships in navigational simulator, and compensating for lack of seagoing experience by developing computer based educational tools for marine engineering studies.

#### Session 2: Human Element

The second session included presentation on Human Factors in accidents, a comparison of crew resource management

in the maritime and aviation industries, the effect of demographics in maritime student career progression, studies of female seafarer patterns in Durban, seafarer wellness, seafarer coping mechanisms, and a study of South African cadet profiles and the implications for career awareness.

#### Session 3: Specialised Training

The session heard papers on observations on the training course for designated security duties, study on shortage of LNG seafarers, training of navigation close to windfarms, and the avoidance of accidents related to automation failures.

#### Session 4: Maritime Education and Training

Included presentations on the planned migration of (Cape Peninsula University of Technology's) CPUT's Maritime Studies Diploma over to a Degree program, how professionalism and diversification aims to meet industry needs, long range identification and tracking of students, and measures introduced in order to meet the standards of education and examination for STCW competency in the US.

#### Session 5: Maritime English

The session included presentation of papers covering the IMO Model Course for English, the principle of authenticity in compilation of textbooks for maritime English, and the necessary training required for maritime English teachers.

#### Session 6: Employability

The session covered presentations on preparing students for diverse working environment by addressing cultural awareness, job opportunities and international student exchange programs, as well as a study of the employment outcomes of graduates from the Regional Maritime University in Ghana.

#### Session 7: Regional Experience

The final session took place at Tala private game reserve - located in the hills of a peaceful farming community, close



One of the IMLA '23 Panel Discussions



Final Session at Tala Game Reserve conference venue

to Durban - following a very interesting game drive. The last presentations included discussions on MET experiences in East Africa, HR development in the maritime sector in Asia Pacific (by Rod Short - GlobalMET, presented by David Wolfaardt - SAMTRA) and the experiences of foreign-born Professors teaching at Maritime Institutions in USA.

### Workshops

In addition to the presentation sessions, three very successful workshops were run where delegates participated in group discussions covering the following topics:

- Maritime English – facilitated by Anamaria Gabriella of Chalmers University of Technology, Sweden.
- Building maritime research capacity and post graduate qualifications - facilitated by Prof Suren Singh of Durban University of Technology, South Africa.
- Developing graduates that are culturally and socially aware within the global context - facilitated by Dir Rubeena Partab of the University of KwaZulu-Natal, South Africa.

### Conclusion

The IMLA Conference was very well organised and hosted by the staff of the Durban University of Technology. The program contained a wide variety of topics to inform and stimulate discussions and provided delegates with an excellent opportunity to meet and network with colleagues in the international MET industry.



Delegates viewing Rhino on the game drive

SAMTRA's participation included presentations by Greg Moss and David Wolfaardt and a session chaired by Pieter Coetzer. The presentations were well received and generated good feedback in the subsequent panel discussions. In addition to the participation, we were able to market SAMTRA's hosting of the International Navigation Simulator Lecturers' Conference (INSLC) in partnership with CPUT, due to be held in Cape Town in September 2016.

By

David Wolfaardt  
Training Manager, SAMTRA



A group photo of some of the IMLA '23 delegates at the Tala Private Game Reserve

# CONTINUOUS PROFESSIONAL DEVELOPMENT FOR PROFESSIONAL MARINERS IN MARITIME EDUCATION AND TRAINING AND ASSOCIATED FUNCTION ROLES

Maritime Academy of Asia and the Pacific, Bataan, Philippines

This professional development workshop to be facilitated by Capt. Richard Teo, FNI, Australia and Dr. Chris Haughton, FNI UK will provide knowledge and skills in applying Outcome Based Education for existing national standards and international scene.



**Capt Richard B S Teo FNI FCILT MAICD**  
MMar MSc MIM GDBus BTeach  
(Adult-VocEd) Dip (QA)  
Cert (TAEI0 & TAA4)



**Dr Chris Haughton**  
Chairman, Academic Advisory Board at  
Videotel Maritime International  
- a KVH Company

Workshop Schedule Options: Sept 1 to 5 or Sept 7 to 11



#### Plan, organise and deliver group-based learning

performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.



#### Plan, organise and facilitate learning in the workplace

performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.



#### Plan assessment activities and processes

performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.



#### Assess competence

performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.



#### Participate in assessment validation

performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

## ACADEMIC FEE

Subsidised registration fee only USD 300 (PHP 13,500), (includes 4 nights accommodation, meals, ferry from MYC to Bataan and return, transport within Bataan, workshop kits, learning materials, certificate of participation).

Payment in cash or cheque to GlobalMET Limited USD account 12163200001, BSB 013052, SWFT ANZBAU3M

## Who should attend?

MET teachers, trainers, instructors, examiners, assessors, instructional designers and interested academic staff of vocational education (TVET) institutes and technical colleges. Regulatory staff members, auditors, surveyors and qualifications officers. Shipping Officers, Training managers, training department staff, HR and talent development staff. Serving officers on ships and maritime vessels and all interested stakeholders in the maritime industry. Students and learners attending colleges and institutes in preparation and in advancement of their chosen careers.

### Sponsorships may be available.

The participants will gain knowledge, skills and competences through action learning - action research by participative enquiry and collaborative learning principles.

For more details, please contact: **DR. ANGELICA BAYLON**, AFNI (For VADM Eduardo Ma. R. Santos, AFP (Ret), AFNI)

Tel: +(632) 527 2110 (+634)237 3355 loc 4031 Fax: +(632) 741 1006 Email: ambaylon@gmail.com ambaylon@nautinstph.org Web: nautinstph.org

Office Address: External Relations, Maritime Academy of Asia and the Pacific, Mariveles Bataan



Shipsname - GINGER - Location IJmuiden - date 29-06-2015

Photo: Piet Sinke www.maasmondmaritime.com (c)



## Global Maritime Education & Training Association

### GlobalMET Limited

Australian Company Number 103 233 754

[www.globalmet.org](http://www.globalmet.org)

Chair:  
New Zealand Maritime School  
2 Commerce Street  
Private Bag 92068  
Auckland  
New Zealand

Executive Secretary:  
Rod Short  
P O Box 307 Waikanae  
Kapiti Coast 5250  
New Zealand  
[rod.short3@gmail.com](mailto:rod.short3@gmail.com)

### Secretariat

P O Box 307 Waikanae  
Kapiti Coast 5250 New Zealand  
Tel 64 4 905 6198 Fax 64 4 905 6190  
[rod.short3@gmail.com](mailto:rod.short3@gmail.com)

B1/1070 Spaze I-Tech Prak  
Sector 49 Gurgaon 122002 India  
Tel 91 124 45525 56/57  
[secretariat@globalmet.org](mailto:secretariat@globalmet.org)