

The MET Network with NGO Observer Status at IMO

GlobalMET NEWSLETTER



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

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Inside this Issue

Editorial	2
GlobalMET-TKF CPD Workshops on OBE & CBETA at Manila	3
Can Company Strategies Enhance Competence?	5
Carnival Showcases New Training Centre in Almere.....	7
SeaTALK: Meeting Obligations by Setting Standards.....	8
Engine Room Simulator Training – The Sharing of ALAM's Experience.....	9
Port Calls Cause Stress, Says Seafarer Survey.....	10
"Knowledge is Power:" The Maritime Industry Needs more of Both, Right Now	11

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Editorial Board:

Iman Fiqrie
Malaysia

Chris Haughton
United Kingdom

Richard Teo
Australia

Rod Short
New Zealand



Editorial

We're embarking on a busy period. I am in Singapore at present and am wondering if I should be based back here, as there is so much going on.

However, I would like to start by paying tribute to Richard Teo, Chris Haughton and Angelica Baylon for conducting two new Continuing Professional Development workshops for Filipinos, as a continuation of last year's workshop. The funding is from the TK Foundation.

The main theme and outcomes were concentrated on learning and assessment strategies that would satisfy the Outcome Based Education and Competency Based Education, Training and Assessment dimensions of curricula, certification and licensing. These were successfully advertised through the GlobalMET Newsletter and Gen Memos to members and interested persons.

In his comment on the paper written by Richard and next in the Newsletter, Chris simply said:

"Good morning! Richard's report on the recent weeks at MAAP was brilliant and it's hard to add anything objective on the process or outcomes."

A supportive mentoring and surveillance workshop will be conducted in early November to finalise the groups' findings and products. Each group will then present to GlobalMET Members and Board on the 10th of November.

This will be followed by GlobalMET directors discussing the outcomes during the CrewConnect Global Conference and Exhibition 2015 on the 12th and 13th of November. Capt Richard Teo will be on a practical working group to discuss our learning environments: the competency-based approach, together with Paul Russell, GlobalMET Advisor and Senior Maritime Training Consultant, Viking Recruitment Ltd.

While in Manila, we will be discussing the further progress with the workshops on maritime education and training with MARINA and will also be meeting the Asian Development Bank.

I have just participated in the 8th Co-operation Forum of the SOMS – the Straits of the Malacca and Singapore – which was organized by the Maritime and Port Authority of Singapore and attended by representatives of the three littoral states and interested parties. The first day was on Safety of Navigation in the Straits and the second day was the Environmental Implications and in drawing up the Statement of Outcomes.

With some 90,000 large ships and an untold number of small ships passing through the Straits, traffic is very intense, particularly in the confined strait south of Singapore. Discussion focused on the steps necessary to ensure safety.

From the Philippines I go to India to participate in the Twenty-ninth National Convention of Marine Engineers and National Seminar on Challenges in Maritime Education & Training – Road Forward at the GlobalMET member Tolani Maritime Institute in Induri, Pune, on 20th and 21st of November.

This issue of the Newsletter includes much interesting and highly relevant comment: the paper on competence from Capt Chawla, a paper describing CSMART, the Carnival new training centre in Almere, the paper by Assoc Prof Clive Cole on SeaTALK and a paper by Gan Boon Song on Engine Room Simulator Training – The Sharing of ALAM's Experience.

But for something different, for the 25th time on Sunday I embark aboard Superstar Gemini, together with staff from Singapore Maritime Academy and 100 Maritime Experiential Learning students from Japan, Korea and Singapore for a four day cruise to Pulau Tioman and Pulau Redang in Malaysia, during which we will be teaching until midnight. And the students stay awake! It's known as the MEL Camp, a title which really doesn't reflect being on board a very nice cruise ship!

By

Rod Short
Executive Secretary

GlobalMET-TKF Continuing Professional Development (CPD) Workshops on Outcome Based Education (OBE) & Competency Based Education Training & Assessments (CBETA) at Manila



Executive Summary

GlobalMET negotiated with TK Foundation for a further grant to provide a series of Continuing Professional Development to maritime professionals in the Asia Pacific in 2015-2016.

This grant provided for the continuation of the first CPD workshop completed in 2014. The workshop in 2014 identified the gaps in the maritime education and training (MET) and the administration in the certification and issuance of Certificates of Competency, in accordance with the IMO-STCW convention, national qualifications and licensing. This attained one of the initiatives from the Fisher Report (2013), an Asian Development Bank (ADB) funded project that investigated the situation and state of MET in the Asia Pacific that was current at that time. It provided a fresh platform from which the learning groups in the workshop would return to their various institutes and work on their curriculum (competency based approach to supersede pure knowledge based methods) to address the gaps in MET with the Philippines Maritime Authority (MARINA) and its associated bodies in MET and administration. The outcomes were successfully presented at the 2014 Manning & Training Conference as a Q&A session with the workshop team leaders. However the participants had not progressed beyond this point and the proposed changes in learning and assessment strategies within the standardised competency based approach curriculum had not taken off as a national prerogative.

This new series for CPD in support of last year's workshop, main theme and outcome concentrated on Learning & Assessment strategies that would satisfy the OBE and CBETA dimensions of curriculum, certification and licensing. This was advertised successfully through the GlobalMET newsletters and from E-blasts to members and interested persons and organisations.

The period 1 to 11 September consisted of two, 5 day workshops facilitated back to back in Manila at the premises of the Maritime Academy of the Asia Pacific (MAAP), graciously hosted by the VADM Eduardo Ma Santos, the President of MAAP. Due to the cancellation and postponement of the 1st intended workshop to 1 Sept from August, some modifications to delivery of the events were made to accommodate the first and second workshops back to back to suit the allocated dates.

The first workshop attracted 16 participants and the second, 20. They came from institutes as far away as Zamboanga. There were several heads of schools, institutes, faculties and training centres. Each group were tasked with producing sample curriculums that would have been tested and trialled for presentation in early November (Phase 2 of each workshop) and then to GlobalMET

members at their seminar on 10th November prior to Crew Connections-Manning & Training Annual Conference from the 11th to the 13th of November in Manila.

Workshop – Phase 1 Proceedings

Delivery Dates

Two Phase 1 workshops were “team – facilitated” back to back as follows:

- ◆ No. 1 Workshop from 1 September to 5th September with 16 participants
Facilitators – Capt Richard Teo (lead) and Dr Chris Haughton (Co)
- ◆ No. 2 Workshop from 7 September to 11 September with 20 participants
Facilitators – Capt Richard Teo (lead) and Dr Angelica Baylon (Co)

Method of Facilitation and Delivery

Both workshops were delivered by adult learning principles (andragogy), mainly learner –centred, participative enquiry and action reflection learning methods. Pre Workshop reading and learning materials were given two weeks before commencement. The participants were given opportunities to self-direct, and self-manage their learning under the guidance of the facilitators with a comfortable human-centred approach, embracing OBE and CBETA. Participants were also led into an action-research modus operandi to discover data, information, ideas and resolve issue and problems as they emerged.

Each group from workshop 1 and 2 elected Group Chairs and office bearers to present their product to GlobalMET and if available to Crew Connect 2015. Group leaders have been tasked to work with each other to ensure success.

Issues and Problems Resolved

The Philippines MET system as presented by the Commissioner of Higher Education (CHED) is OBE based. A handbook for the adoption and operation of OBE was published in 2014. Issues and problems resolved by the participants were:

- ◆ OBE was not fully understood by training providers and administration. Clarification was provided and participants realised the similarity between OBE and CBETA
- ◆ OBE curriculum design to satisfy both academic and competency based learning for the baccalaureate degrees (foundation degrees) and IMO-STCW marine qualifications.





- ◆ OBE did not specify competency based approach, though consistent reference was made to how competence was attained or achieved through knowledge, skills and attitudes, the fundamentals of competency based education and learning. The general curricula in force was still largely knowledge based, time based with a minimum pass marks system for rubrics, privileging full blown written examinations by summative assessments based on rote and memory work.
 - ◇ This OBE was satisfactorily mapped with the STCW and competency based learning to ensure that performance based criteria (Criterion referenced assessments) for standards and competences were in place.
 - ◇ Delivery of training programmes or courses would be competency based, applying andragogical (adult) delivery encouraging double loop learning through learner-centred methodology.
- ◆ The MET system in the Philippines were segregated with Training Centres for ratings and Colleges/Polytechnics/Institutes of higher learning for Cadets and Officers training. Training Centres had already adopted a full CBETA system and regulated through TESDA, whilst the latter groups were CHED biased and regulated through MARINA-CHED offices.
- ◆ It was most satisfying to observe how the participants came to terms with the issues and problems by sharing ideas and collaborating to resolve them. The right people came together.

*Note: It was interesting to note that TESDA had already adopted the Australian Training Package for Maritime operations.

Preparation and conduct of Phase 2

A supportive mentoring and surveillance workshop will be conducted in early November to finalise the groups' findings and products. Each group will then present to GlobalMET members and Board on the 10th of November ahead of Crew Connect 2015 from 11 to 13 November.

Findings

Issues and Problems that emerged during the two workshops provided a better insight into the difficulties to implement competency based approach delivery of learning and assessment strategies in a learning environment that had to produce job-ready officers from graduates of higher education that had not successfully navigated through the hazards of mixing academic learning with competency based – performance based to standards. Key issues were:

- ◆ Higher education demands time-based delivery face to face within strict regimen confines on an almost pure rote and memory system of learning and regurgitation by written examinations for student evaluation. As a rule, almost entirely teacher-centred delivery and pedagogy.
- ◆ CHED's typology for OBE has introduced Adult learning (andragogy) and the manner in which learning and teaching in accordance with CBETA takes place. CBETA previously non-existent is a shift in paradigm that has met substantial resistance despite the STCW being a standards and competency based framework.
- ◆ Learning Outcomes are goal based (standards or competence based) and confused with learning objectives which are subject based. These subject based as learning objectives had little or no reference to rules of assessment methodology and tools that collected suitable evidence to confirm competence of standards per STCW.
- ◆ Assessment rubrics were too credited with marks and gradings instead of rubrics that reflect a criterion referenced

methodology to specifications i.e. performance criteria specifications.

- ◆ There were no designated nor agreed national standards and competences published as part of the standards for training and certification. The STCW provides a framework that does not prescribe details but leaves it to administrations to expand on the basic minimum per the code. This has not happened constructively despite several policy notices (resolutions) from MARINA.
- ◆ Suggested mapping of competences has been issued by CHED but not all institutions have similar copies.
- ◆ Communications between regulators and MET providers continue to be poor with fear of misunderstandings and repercussions especially with Government institutions. This was well expressed by heads and other participants who attended.
- ◆ Mind sets and culture blocks were the main causes of resistance and inability to participate in the paradigm shift.

It is worthwhile to note that the participants of the two workshops were very proactive and eager to get their organisations into OBE modus operandi. Generally participants for each workshop worked well as a cohesive group in a learning environment that empowered them to question and think and work critically across borders and comfort zones to produce the learned outcomes. This gave them ownership of their work.

Programme Evaluation

The detailed analysis is not ready for inclusion at this time but it suffices to say that both Phase 1 workshops attained its programme objectives and the learning outcomes that enabled participants to fully provide for MET using OBE and CBETA in their institutions.

Conclusions

The workshop was designed for a 5 day intensive participative seminar, followed by a 2nd phase for mentoring and surveillance of work completed for submission to MARINA-CHED as the proposed learning and assessment strategies for an OBE – CBETA curriculum. This curriculum would then uplift the Philippines MET industry to standards in accordance with the STCW convention and beyond. This would not only support the lucrative mariners supply market but also the greater Human Resources – Capital industry with similar OBE-CBETA training and development of personnel.

However, a full 5 day programme disrupts people from their daily functional roles and can develop negative attributes which such a programme actually hopes to resolve in the job arenas.

It is suggested that future CPD be redesigned for two intensive days followed by a one day mentoring and surveillance workshop. I believe that this will attract more participants and also alleviate the extreme pressure each participant endures from being away from their respective work places. Economics of the Training & Development Plan (TDP) will be strategized to offer maximum participation and outcomes in selected periods of time.

Facilitators:

- Capt Richard Teo (Programme design and Lead facilitator)
- Dr Chris Haughton (Co facilitator for 1st session)
- Dr. Prof. Angelica Baylon (Co-Facilitator for second session and programme administrator for both)

By **Capt. Richard Teo**
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Can Company Strategies Enhance Competence?

On World Maritime Day, Captain Pradeep Chawla, Managing Director, QHSE & Training, Anglo-Eastern Ship Management, spoke about seafarer training and how it enhances competence at one of the IMO events in London:

Competence is generally defined as “the ability to do something successfully or efficiently.” It is generally accepted that both knowledge and skill are required to be competent.

IMO is the guardian of the maritime industry and has tirelessly worked since 1978 to bring about one common standard of training of the seafarers worldwide.

The purpose of standardizing the training worldwide in our globalized industry is to prevent accidents. There has been a tremendous improvement in safety due to the implementation of the STCW standards. However, the goals of zero accidents remains elusive for most companies.

For Anglo-Eastern, as a third party ship manager, the competence of our crew is critical to our very existence. We believe that the success or failure of any ship manager or shipowner is primarily based on the competence of the crew operating their ships.

Before the ISM code came into force, Anglo-Eastern had set up a quality assurance system in 1992 under the DNV Safety and Environment Protection (SEP) Rules and under the International Ship Manager’s Association Rules for Quality Assurance.

Our conclusion at that time was that quality systems could only bring about desired results with highly competent crew. As we set course on our efforts, we realized that besides knowledge and skill, the most critical quality needed to complete a task successfully is the attitude of the person towards the job.

Competence, for us, is based on three pillars – knowledge, skill and attitude.

This realization made us embark on a path of creating a holistic company strategy to work simultaneously on strengthening all the pillars of competence. This journey started in 1993.

While STCW 95 brought about a reasonable level of standardization of the knowledge imparted in different countries, it was evident in the early 90’s that there were many areas of onboard practical knowledge and skills that can only be improved through a company program of value-added training.

The ISM code, Element 6 and STCW Code Reg 1/14 clearly puts the responsibility on the company manning the ships with properly qualified crew. Taking into consideration our responsibilities as the company, our group decided to make crew training our critical focus area with a long term commitment to invest continuously in training.

Please allow me to share our efforts to assist our seafarers to gain higher levels of competence and our efforts to live up to the spirit of the ISM code and STCW convention.

A brief description of our strategies is described below:

1. Select and train our own cadets

We have selected our cadets directly out of high school, since 1993. We now operate our own training academy for deck, engine and electro-technical officer courses. 440 students pass out every year.



They are all absorbed within our company. The cadets are selected on the basis of our own examinations that cover many aspects in addition to academic capability including detailed psychometric evaluation. Over 5,000 applications are received each year.

2. Establish strict recruitment standards for all ranks

Recruitment standards are common to all nationalities and are based on our own databank of over 20,000 questions. Besides knowledge testing, assessment is carried out using navigation, engine and cargo simulators.

3. Operate our own training centers in locations where we have significant recruitment numbers

The training centers based in India, Ukraine, Philippines and China run over 50 courses that address knowledge or skill gaps identified in internal or external audits and inspections or based on incident and near miss feedback. Over 21,000 seafarers out of our pool of 25,000 seafarers attend courses each year in our company training centers. Besides knowledge and skill based courses, the main focus is on soft skill courses like leadership, communication, interpersonal relationships etc. The training centers are all equipped with modern simulators, and all shipboard equipment including generators, purifiers, oily water separators, turbo chargers, pumps, ballast water treatment plants etc.

4. Train continuously on shore and on board

Besides shore based training, the company has a pool of over 30 masters and chief engineers who conduct on board training. Over 500 boardings are accomplished each year.

5. Use modern training systems like e-learning

The company has had its own e-learning portal since 2006, and besides using training content from third party vendors, we produce our own safety movies and computer based training. We are probably one of the very few shipping companies using a virtual classroom and a live student feedback system.

6. Continuous Competency Assessments

Effectiveness of shore-based and onboard training is checked through an in-house competency management system which is again web-based. The system includes competencies defined in STCW and industry standards like TOTS, SIGTTO etc. in addition to company defined critical competencies for each rank.

7. Continuous improvement of company training programs

The training centers and college are immediately made aware of every incident on board our ships. Trends or gaps identified during internal audits, inspections and near misses are also

passed to the teachers. This continuous feedback allows the teachers to continuously enhance the content and quality of their courses.

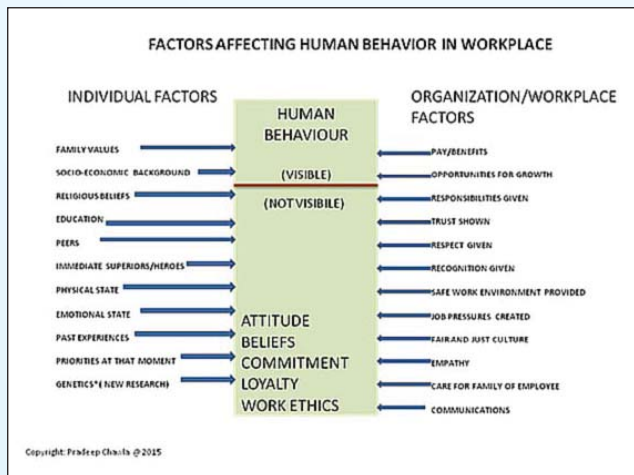
8. Concentrate on the human element at all times

Is all this focus on training enough to prevent all accidents?

The truthful answer is “No.”

Training and quality assurance system and monitoring regulations like PSC, SIRE inspection, audits, surveys etc. are a framework that help in reducing accidents.

However human performance is strongly affected by attitude towards the job. The attitude or behavior of a person is a very complex subject that probably deserves a longer discussion. I would like to share with you, though, my personal model on human performance.



As a company we strive continuously to avoid doing anything that affects our seafarer’s behavior in a negative way. We strive to do the entire education and training from cadet all the way to Class 1, Master’s certificates of competency in-house in our very own college and training centers.

You may well ask: Why is ship management company trying to take the role of a maritime college?

We feel that there are grave, fundamental and systemic issues with maritime colleges in most countries in the world today.

Until the 1960’s, shipowners generally employed crew from their own countries and the colleges in the maritime nations were well funded and supported by the governments.

With the advent of flags of open registry and the freedom to employ seafarers from any country, the axis of the crew supplying nations shifted out to the emerging economies. Colleges in these countries were neither well-funded nor supported by the governments. The knowledge-base of the well-established maritime colleges in the advanced maritime nations did not get transferred to the colleges in the crew supply nations.

The most critical and fundamental issue is that the salaries of teachers in the maritime colleges worldwide have not kept pace with the rise of salaries out at sea. As a result, the situation with availability and quality of teachers in maritime colleges

worldwide is extremely grave. Colleges face great difficulty to attract experienced seafarers to take up teaching jobs.

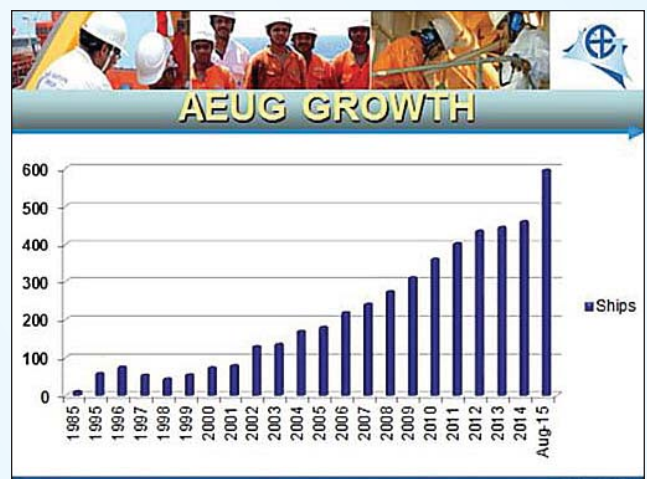
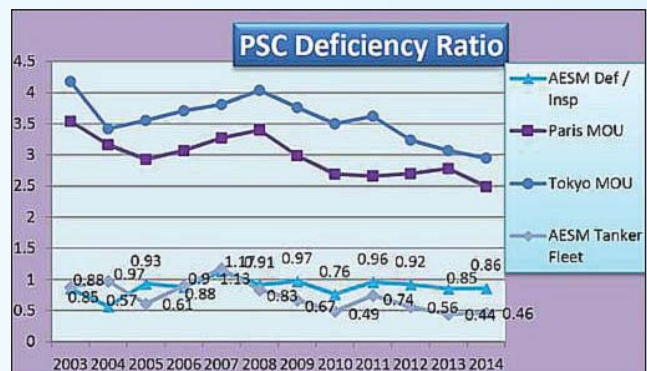
Looking at the scenario in all the crew supplying nations, we reached the conclusion that we had to take this responsibility on our own shoulders.

While we work with international associations of all types, like GlobalMET, Intertanko, BIMCO, ISF, NI etc. in our efforts to contribute in the field of education, training and human factors affecting the overall competence of the seafarer, we believe that there is an urgent need for the maritime industry to focus on various elements of crew competence.

It must further be appreciated that considering the rapid advances in technology, there is a need for an additional set of competences as compared to the decades gone by.

The industry also needs to focus on the workload of the seafarers, due to regulatory burdens, administrative burdens and ship-port interface issues.

Have these strategies succeed or failed for our group? I leave this for you to decide by sharing these figures.



We believe, from our own experience, that the day to day connections between people operating ships and those teaching results in enhancing the competence of the seafarers.

I thank the IMO for considering Anglo-Eastern worthy of sharing our view on this important subject.

By **Capt Pradeep Chawla**
Immediate Past Chairman, GlobalMET

Carnival Showcases New Training Centre in Almere



Carnival Corporation, the owner of nine cruise companies including Holland America Line, AIDA Cruises and P&O Cruises, has showcased the building of its new training centre in Almere, the Netherlands, in which over 6,500 officers are expected to be trained annually.

Captain Hans G. Hederström, managing director of CSMART (Center for Simulator Maritime Training), said: "Traditional training and bridge organisation are based on someone's rank, ours are based on function. Therefore, we have introduced four new control functions in place at the bridge. Firstly, there is the navigator, who is basically responsible for navigating the vessel. Next to him, there is a co-navigator, whose main task is to execute the command given by the navigator. Furthermore, in more complex navigational situations an operations director and administrator will also be present on the bridge."

This new operation manner was introduced in 2008 by Carnival, mainly to increase efficiency, involvement, cooperation and safety. Hederström: "In the old, rank-based bridge organisation, the captain was operating and leading in front of the bridge team. Other officers trusted his opinion, without really questioning him although their idea about how to handle the situation might well have been a better one. In our new function-based bridge organisation each officer, whatever his rank, might offer his suggestions. However, this does not mean the captain loses his authority. He still remains in charge."

In the CSMART training centre in Almere, the Netherlands, Carnival's officers are trained according to this new manner. Hederström: "Some situations are too dangerous to experience and learn from in real life. However, you have to be familiar with and train every situation possible. That is why simulations are so important."

By **Editor** Maritime Trade Intelligence

The first CSMART training centre opened in 2009 in Almere, and in 2014 Carnival realised they were outgrowing their current location. In consultation with the municipality of Almere, the new building location Duin was found suitable. To accommodate the expected 6,500 officers each year, Carnival is also investing in a five-star hotel with 200 rooms, next to the training centre. Mid-June 2016 the new centre will be taken into operation.

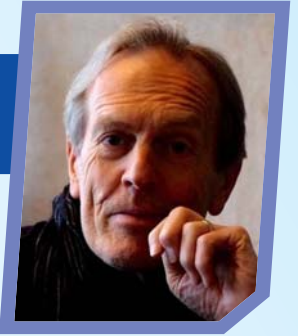
Mark Pol, Almere's alderman responsible for economic affairs, finance and real estate stated the impact the project is having on Almere: "The economic impact is significant. Carnival is investing € 70 million in the new-build, 60 full time, and 15 part time people will be employed, and the expected annual economic spin-off for the greater Almere area is € 17.5 million."

The centre will contain four full mission bridge simulators including bridge wings, four engine room simulators, nine smaller part task simulators and a fully equipped safety training centre. All simulators are based on the newest types of Carnival vessels, so officers will have no problem recognising the system when going on board. All Carnival officers are required to take part in the training, the bridge officers as well as the engine room officers, as completing the training provides them with certain certificates necessary for their function. As of 2017, Carnival also requires the officers who have completed all courses to take part in the proficiency, training and assessment course.

The suppliers of the equipment include TraNS's simulators, Pro Systems's audio systems and SAM Electronics.

CSMART has become a Member of GlobalMET.

SeaTALK: Meeting Obligations by Setting Standards



The global Maritime English community continues to meet its obligation to improve communication at sea.

According to IMO there are 85,000 working vessels (of over 100 gross tonnage) on the seas. The shipping industry is a key component of the global economy, carrying nearly 90% of world trade, and, as such, demands high standards of safety and security.

Not surprisingly accidents and incidents occur. On average, two ships are lost every week. It is well documented that over 80% of accidents are due to human error (IMO, 2012, Horner, 2014). Of this 80%, a remarkable 30% is caused by linguistic and/or communication mistakes (Ziarati, 2006, Trenkner, 2010).

In 1995, in an attempt to improve safety at sea, IMO officially adopted English as the working language on board and over the last few decades the specific competency of 'Maritime English' has developed to the point that IMO STCW now require seafarers to be able to communicate "effectively" in (Maritime) English. IMO provides guidance on the teaching of Maritime English through its Model Course 3.17. Recently, the International Maritime Lecturers Association (IMLA) completed a revision and update of the Model Course 3.17 to the latest industry and regulatory standards.

However, despite efforts to raise Maritime English standards, accidents, often caused solely or partly by communication failure, still take place, generating a threat to life, property and reputation. This could be prevented through global recognition of the need for a standard approach and assessment framework for Maritime English.

MET institutions have embraced the need for improvement in the teaching and assessment of Maritime English and, working with other parties, have put time and effort into developing tools and solutions to enhance both methods and results. EU Projects such as MarTEL, MarTEL Plus, UniMET and SeaTALK, the most recent enterprise, are evidence of their efforts.

The SeaTALK project (www.seatalk.pro) is the latest initiative of the Marifuture Platform (www.marifuture.org) and aims to establish a standard approach to teaching and learning Maritime English through the creation of standard curriculum content, learning outcomes, assessment methods, scoring and credit systems, all delivered through an innovative online platform. For ease of reference, both language criteria and assessment descriptors are linked to the CEFR (Common European Framework of Reference for languages). Moreover, SeaTALK is based on the EQF (European Qualification Framework) which allows for the mutual recognition of competences acquired through the establishment of a reference framework, uniform for all participating countries. SeaTALK also incorporates the ECVET

(European Credit System for Vocational Educational Training) model, with the aim of facilitating seafarer mobility. ECVET is strongly based on learning outcomes and competences acquired via alternative learning methods.

With funding from the European Commission's Lifelong Learning Programme and support from universities, colleges and businesses across Europe the SeaTALK project aims to involve the rest of the global Maritime English community in creating the largest existing database for Maritime English resources. Maritime English lecturers and maritime professionals can use the database to access the learning materials. The SeaTALK partners welcome support from Maritime English teachers around the world who would like to contribute their own materials. For more information visit www.seatalk.pro. By extending the work of previous projects (MarTEL, MarTEL Plus, UniMET, SOS) it is hoped that this framework offering standardised curricula, content and assessment standards for Maritime English will be the first step in setting global standards and will lead to safer seas for all.

Despite such innovative work and recent developments the Maritime Industry still lags behind other industries, such as aviation, which require English for Specific Purpose (ESP) training and assessment. The International Civil Aviation Organisation (ICAO) was established in 1947 and since 2008 it has required trainee pilots in member states (native and non-native English speakers) to obtain a qualification in Aviation English before they can become an airplane pilot. To help member states implement ICAO standard practices and ensure quality, in 1999 ICAO established the Universal Oversight Audit Programme, which allows ICAO to carry out regular, mandatory, systematic and harmonised safety audits (<http://www.icao.int/>).

The IMO as the global governing body of the Maritime Industry has no equivalent authority or body. Although regional equivalents such as the European Maritime Safety Agency (EMSA) play a part, it is primarily left to individual countries and institutions to deliver their own Maritime English training and assessment as long as they meet the IMO minimum standard of 'adequate' communication. This lack of an international standard, and lack of the authority and ability to enforce such a standard, explains the widespread variation in seafarer training and competencies that constitutes the root cause of communication failures and leads to fatal accidents.

With projects such as SeaTALK the community is taking steps to set standards in Maritime English, yet there are still variations between regions such as Europe, America, Asia and Africa. Until the global community forms a consensus, differences in ability will continue to pose a threat to safety on board. By providing the framework for standards of training and assessment, SeaTALK hopes to prompt maritime bodies to enforce such standards with the aim of guaranteeing the quality of communication at sea, thus enhancing safety.

If you wish to learn more, or contribute to SeaTALK, visit www.seatalk.pro



Dr Martin Ziarati

Coordinator of the EU SeaTALK Project
Director of Centre for Factories of the Future

Alison Noble

Senior Lecturer Maritime English
Antwerp Maritime Academy
Belgium & SeaTALK Project partner

By

Clive Cole, Associate Professor, Director ESS Programs
Hon Sec International Maritime Lecturers' Association
Vice Chair IMLA-IMEC, World Maritime University



Engine Room Simulator Training – The Sharing of ALAM’s Experience

Malaysia Maritime Academy (MMA), more commonly known by Malaysians as ALAM or *Academi Laut* [sea] Malaysia, was first established as Malaysian Training and Education for Seaman (MATES) Foundation about 1977. It was then upgraded to the status of an Academy in 1981, subsequently privatized in 1997 and eventually taken over by Malaysia International Shipping Corporation (MISC) in 2006.

Since being taken over by MISC, more than 20 million ringgit (RM), or approximately 6.2 million USD in 2014 dollars, of funds have been invested to help upgrade the training facilities at ALAM, in particular the areas of simulator training.

One of the simulators acquired was the Full Mission Engine Room Simulator (ERS); and according to the Head of Maritime Simulation & Communication Center (HMSCC), Captain David S. Rajan, "... the engine room simulator has brought about realism in training, provides engineering candidates an environment in which they can develop their skills, competencies, leadership and management opportunities beyond the requirements of STCW 2010 Manila Amendments".

The ERS is based on the TRANSAS ERS 5000 model and has the ERS ship models as shown below in Figure 1. ALAM is also in the process of upgrading the TRANSAS ERS 5000 simulator to the new and improved TRANSAS ERS 5000 TechSim platform with the latest soft touch screen and additional ship models.

For those not familiar with ERS, simulator courses are developed based on the following types of holistic training, namely:

- ◆ Machinery Layout training
- ◆ Procedural training
- ◆ Operational training
- ◆ Trouble Shooting
- ◆ Team Building
- ◆ Engine Room Resource Management
- ◆ Emergency Response
- ◆ Leadership Training.

Also according to the HMSCC, "[t]he simulator is an excellent tool for assessment to help gauge the candidate's human performance, communication, teamwork and leadership skills in handling day to day operations including emergencies. It helps engineering officers to close the gaps before being placed on board operational vessels." The level of training supported for the marine engineers are as below in Figure 2.

ALAM ERS Fleet 2012 (Available Ships)						
Ship	General Ship & ME Specifications					
	DWT (T)	L (m)	Speed (Kt)	ME (Type)	P (kW)	RPM
General Cargo	12000	137	19.1	Wartsila Sulzer 6RTA56 2S	12750	105
RO-RO	5000	124	16.6	SEMT Pielstick 16PC2.2V-4004S	5966	520
LCC (Oil)	80500	242	13.5	MAN B&W 6S80MC 2S	12240	105
Container Ship	85105	277	24.9	MAN B&W 10K58MC 2S	57200	94
LNG	76134	284	20.0	ST Kawasaki UA -400	28000	94
ANZAC frigate	3600	118	27.0	General Electric 7LM2500-PA-ME330	22500	
OFFSHORE PATROL VESSEL	1600	85	22.0	MAN B&W 12R4280	5400	1000

Figure 1 - ALAM ERS Fleet of available ships



Figure 2 - Level of training supported for Marine Engineers

Depending on the level and type of training required, the following types of courses have specifically been design & developed:

- ◆ Engine Room Simulator Training (Cadets Level) – ERSTC – 5 days (Motor & Steam)
- ◆ Engine Room Simulator Training (Operational Level) – ERSTO – 5days (Motor & Steam)
- ◆ Engine Room Simulator Training (Management Level) – ERSTM – 5 days (Motor & Steam)
- ◆ Electrical Generator Operation – (EGO) – 3 days
- ◆ Boiler Operation Course – MBO – 3 days
- ◆ Engine Resource & Team Management Course (ERTM) – 5 days
- ◆ Senior Engineer Leadership Assessment Program (SELAP) – 3 days

Two of the most sought after programs by shipping companies are the ERTM & SELAP course. The ERTM course incorporates all the Engine Room Resource elements required under the STCW 2010 competency into simulation exercises where students are required to demonstrate the ability to apply concepts learned like human performance, limitations, attitude, situational awareness, cultural awareness, good communication, teamwork, leadership & crisis management skills in their exercises. About three courses every month and the duration of each course is a week (5 days).

The SELAP is specifically designed to assist companies in developing and assessing the suitability of Senior Marine

Engineer Officers for assuming the position of Chief / Second Engineer. This program focuses on the development and assessment of generic leadership competencies. This course will be conducted by an experienced ex-Chief Engineer together with a qualified Psychologist who specializes in “Organizational Psychology” / a qualified Human Resource Development Specialist who specializes in “Organization Behaviours Development” and holds a Masters / PhD in Human Resource Development.

Upon completion of the SELAP Course, a trainee will have a better understanding of the five (5) personal mastery & leadership competencies that are deemed to be important for effective performance as a Chief / Second Engineer and in particular

- a. Leading Self and Others
- b. Change Management
- c. Work Place Relationships Management
- d. Tasks Management
- e. Decision Making

This course is run at least once a month for clients from some of the biggest shipping companies in the region.

It is hoped that in sharing this article and experiences on the use of engine room simulator will in some ways assist aspiring maritime institutions in their journey toward acquiring and the use of ERS for their training.

By Mr. Gan Boon Song
Senior Lecturer ALAM

Port Calls Cause Stress, Says Seafarer Survey

Seafarers sometimes dread port calls because of the increase in workload caused by the many audits and inspections when a ship is in dock, according to the second Seafarers Happiness Index report compiled and published by Crewtoo, the online social network for seafarers.

This increase in workload at port also caused a drop in satisfaction levels towards shore leave, as the amount of work often eats into the time available for relaxation. One respondent stated: “I am happy at sea but when our vessel enters port, it is a very hard time.”

In addition, a number of seafarers noted that getting ashore costs them at least \$100, which presents a major barrier to taking shore leave. Increased stress during port visits and either reduced or non-existent shore leave gives seafarers very few opportunities to relax and unwind away from their vessels.

Overall, this second quarterly report showed a rise in seafarer satisfaction to 6.44 (out of a max 10) from 6.42 in the inaugural survey published in May this year.

There was an improvement in crew satisfaction with salary levels and an improvement in their feelings about the standard of food available on board. The availability of



Sometimes life is simpler staying on board

exercising on board was also viewed more positively, as was the satisfaction derived from crew interaction and team building, which increased from 6.96 to 7.16 and became the highest score in the survey.

The intent of the Crewtoo Seafarers Happiness Index is to give seafarers a collective voice, and thereby enable the maritime industry to review and address the issues that are raised. Crewtoo’s Anneley Pickles said: “Happy people are loyal, motivated, and embrace challenges. If the industry really acts on the responses to these regularly updated surveys, it will not only reap the rewards with a more motivated, loyal, and hardworking workforce, but it will attract new talent to the industry, something which is sadly lacking at the moment.”

By Namrata Nadkarni
Crewtoo

“Knowledge is Power:” The Maritime Industry Needs more of Both, Right Now



The creator of the well known quote, “Knowledge is Power”, was Prince Machiavelli, a 16th century member of the Italian ruling classes. His words were more to do with the need to identify your enemies than education for his people. However, read within a modern and more commercial context, those words provide a banner for a powerful learning and empowerment concept that is still grossly underutilised by the maritime industry. In short, the world’s cargo and transport systems are changing at lightning speed but the maritime industry appears to be stumbling as it attempts to keep up. What can we do about it?

A core issue must be the technical and management capabilities of the shore base people who run the shipping industry. These people consist of the ship owners/managers and ship service intermediaries which include brokers, banks, lawyers, suppliers, agents and shipyards etc. Two important and common questions must be posed to all such maritime industry organisations:

- ◆ Are you fully aware of the predicted 21st century drivers of shipping change, inclusive of big-data, 3-D printing technology, automated ships etc.?
- ◆ Are you satisfied your current levels of team competence and training are sufficient to meet these changes and the associated future demands of your shipping customers?

There will be many high profile maritime industry organisations out there – who have a high level of competitor strategy analysis vision and future market demand awareness – who would respond to both questions with an empathic ‘Yes’. On the other hand, there will be many organisations who will not be so sure. And there will be others, struggling with a tough shipping market, who might prefer to not think about these issues and yet another expensive problem.

For those who are fully aware and have a plan to deal with it, OK good. For those of you who are unsure or might prefer not to introduce a new problem into their lives at this point in time, then you need to take stock. SeaPower’s view is that the primary goal must be to create a scenario in which your organisation can re-position itself for the globally cyclic and inevitable upturn in shipping. If accomplished, you will be ready to optimise the opportunities and returns which will be available to the maritime industry during the upturn. If you fail to recognise this scenario, then you may just survive but you will not grow, prosper or be able to re-capitalise and take (e.g. ‘buy low, sell high’) advantage before, during and throughout the next (sorry to say, inevitable) cyclic downturn.

The good news is that although shipping times are currently tough, there is help out there for Singapore based companies in the form of the generous MCF training grants for shore based employees attending both public and in-house maritime executive short courses. The MCF grants work in tandem with the PIC cash rebate system, which is designed to support both training costs and equipment purchases which result in productivity increases. The end result is ultra low cost access to more knowledge and more power for the people in your maritime industry organisation. The ultimate prize is the creation of an upgraded shipping knowledge base within your organisation, better equipped to meet current market challenges as well as future challenges in what will always be a highly competitive and demanding shipping market place. The investment is small in monetary terms. The potential returns are extraordinary.

Many of you may be working for maritime industry companies that have slashed both recruitment and training. OK, cutting out new recruits is understandable in an effort to cut overheads. The serious downside is that you know you are creating a very big future problem for yourself. As for training, the Singapore government is squarely behind the Singapore maritime industry and Singapore’s leadership role as a globally recognised centre of maritime excellence.

Unlike every other country in Asia (with the commendable exception of Hong Kong), Singapore is “putting their money where their mouth is” to support and grow a key industry that employs 18,000 people and generates over 7% of Singapore’s total revenue. Don’t get left behind by missing the opportunity to become a shipping market ‘up-cycle’ and 21st century ‘drivers of change’ winner. “Knowledge is Power” and funding is available to support this concept. The SeaProf website contains more details.

Finally, SeaPower has commented on the support provided by Singapore and Hong Kong to its maritime industries through the provision of education and training support. Do our readers know of any other Asian countries who may be doing the same? Or any other countries at all? We would be very pleased to learn about such governmental interest and efforts, so please comment and let us know.

SeaProf has applied for Membership of GlobalMET.

By **SeaProf**



Global Maritime Education & Training Association

GlobalMET Limited

Australian Company Number 103 233 754

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

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

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