

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

# GlobalMET

## NEWSLETTER



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

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# Editorial

As the first Newsletter following the recent HTW sub-committee meeting at IMO, included in this edition is a report of the discussions and agreements made during this meeting. There is a large amount of work both planned and being carried out, to update the Model Courses. The plan for the future will be to review all model courses on a rolling 5-year programme. There will therefore be a continuing role for GlobalMET in supporting the IMO Secretariat, where we can, in drafting and reviewing these courses. This will put a burden on the organisation, but it is important that we provide support in this area, after all, any changes to Model Courses will affect us directly.

Talking of the IMO Model Courses, we should remember that these courses are based on STCW, which details the MINIMUM standards of competency. In using the course, can we amend the course? Can the content be extended? The short answer to both of these questions is - Yes. But another question arises, why do I need to improve the Model Course? I think the answer to this question goes back to the fact that the Model course is based on those STCW minimum standards. If we are to meet the GlobalMET aim of improving Maritime Education and Training, then again, the simple answer is - Yes. We should use the Model Course as a good basis for our planning, and improve/extend/upgrade the course as we think necessary to improve the outcome for our students, and perhaps better provide them with skills and knowledge that may be required by particular employers, specific sectors of industry, or perhaps resulting from Industry feedback. So our version of the model course then becomes STCW plus. How much "plus", I don't know, that is for you to decide, but this would make a good approach for us, wouldn't it?

Use of IMO Model Courses is not a requirement, and indeed the world is split into those parts of the world that do use the Model Courses and those that don't. The Newsletter Editorial Board have

had a number of discussions around the subject of the Model Courses, and realise that there are many differing opinions as to their usefulness and application. We are therefore particularly keen to receive feedback explaining your use of the IMO Model Courses either as applied to a single course, or to a range of courses. Ideally, your feedback could be in the form of an article for the Newsletter looking at advantages and disadvantages of using the course, or perhaps looking at improvements that you have made to your teaching based on a model course. We intend to use the next edition of the Newsletter to concentrate on the issues surrounding the use of IMO Model Courses.

While at IMO, I was contacted by the Charitable Trust CHIRP (Confidential Hazardous Incident Reporting Programme). The Trust have released an annual digest of maritime hazardous incident reports and video broadcasts, and they have agreed to send a copy of the digest in hard copy to each of our members. You should receive this soon. An article about the Trust will appear in a future edition of the newsletter. This is a timely introduction to CHIRP, and to this resource, since the use of maritime near-miss and accident reports in maritime education and training was recently discussed at IMO.

In this edition, our articles cover a wide range of topics from learning and practicing English, to a continuation of advice for Ratings forming part of an Engineering watch. We finish a report on a workshop on Continuing Professional Development for MET Practitioners carried out by GlobalMET last year, and we look at the Duty of Care, and how Care affects the modern seafarer. We follow with a short article on Adding Value to Business, and a report of the recent HTW sub-committee meeting at IMO.

By

**Capt. Richard Dunham**  
PGDip Cert Ed



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 1<sup>st</sup> Friday of each month. Publication usually will be in the 3<sup>rd</sup> 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.



# Comparing and Contrasting the use of the “Natural Approach” and the “Communicative Approach” in Learning and Practicing English Onboard Ships



Learning English together onboard the ship

The different approaches in the learning and practicing of English onboard ships as the main language, received global attention due to an increasing dependence by seafarers to use English as a means of communication in technological and social dealings. Therefore, there surfaced a need to focus in the use of English so that seafarers will develop communicative proficiency and functional skills in their everyday lives onboard the ship.

Through the years, the Maritime English Journal and the Maritime Development Forum (just to name two a few) came into existence and they were basically designed to highlight and to champion the learning and use of English. Academy Laut Malaysia (ALAM) jumped onboard the bandwagon too and had published their Journal on Maritime Studies in 2017 with a similar intent.

Most seafarers who use English as a second language (not their mother tongue) onboard ships, would agree that there are two notable approaches in learning English, namely:

- 1) the “Natural Approach”
- 2) the “Communicative Approach”

Like all things in life, both approaches have their merits, similarities (very seafarer-centered), usefulness and distinguishable differences. The key factor is that both approaches can provide the necessary learning motivation and an immediate “payoff” that works to the advantage of the seafarer. These approaches also prepare them to integrate and to communicate effectively in real-life settings, daily work activities and abnormal situations onboard the ship.

The objective of this article is to compare and to contrast these two different approaches in learning and using English onboard ships and the points of differences are highlighted below:

## 1) (a) The Silent Acquisition Method – from the Natural Approach

When seafarers have limited vocabulary, the Officers and Engineers do most of the talking and the seafarer will listen and respond in a silent non-verbal manner in order to indicate comprehension of the instructions given. The shipboard Officers and Engineers will speak slowly and clearly and may do modeling by using visual aids, facial expressions, body language, picture drawings, real objects and gestures. The focus is to facilitate the

seafarer in acquiring simple English words when handling a task.

## (b) The Broad Talking Method – from the Communicative Approach

This “broad talking method” is characterized as a no-holds bar where seafarers are encouraged to communicate and to interact freely and to “take risks” during communicating sessions without fear of committing grammatical or structural errors. The intention is to cultivate communicative ability and skills so that seafarers can communicate effectively and unrestrainedly with one another by interacting in English, which is the target language.



## 2) (a) The Natural Input Method – from the Natural Approach

Depending on the seafarer’s prior knowledge and linguistic capability, the Officers and Engineers can slowly introduce some comprehensible “natural input” after the seafarer has been onboard for a few weeks. At this stage, it is easier for the seafarer to understand language structures, acquire vocabulary and grammatical features in a natural real-life setting, prompted by specific work instructions.

The Officers and Engineers can encourage the seafarer to produce some form of feedback or voluntary speech in one or two word responses. This becomes possible when the seafarer’s vocabulary builds up gradually and he is able to choose the most relevant word from a widening lexical spectrum.

Shipboard dialogues can be in the form of short direct questions that require short simple answers. Very little grammatical drilling is used when the Officers and Engineers conduct dialogues between the Officers and crew. Also, every opportunity is provided to encourage the seafarers to communicate with one another in pairs and in groups in a non-threatening, stress-free and natural environment. The comprehensible “natural input” for learning English is always at a slightly higher level than the present level of the seafarer’s capability so that the learning process can become challenging, exciting and motivating.

## (b) The Authentic Context Method – from the Communicative Approach

Using the “authentic context method” involves some classroom activities where the Operation Manuals, Maritime Publications, Repair Journals are used for discussion. Seafarers are given

the autonomy and personal freedom to select any topic for discussion with their Officers, Engineers or fellow shipboard colleagues.

Seafarers are taught using different phrases to describe a machinery part, a task process or an incident – which will help to promote clarity of description and the negotiation of meaning when they are engaged in communicative activities. In other words, the learning of English is focused on real shipboard settings or context where conversational communication is the engine of learning that can lead to further explanation, acquiring of knowledge and then further oral communication. An example of a real life authentic context is when seafarers communicate in understandable English after reading the Manufacturer's Manual or after verifying the record of machinery repairs - all these classroom learning activities will require a fair amount of language skills in order to achieve the desired objectives.

### 3) (a) Self-monitoring of speech production – from the Natural Approach

When enough confidence is acquired, the seafarers will monitor their own progress and speech production in a conscious manner and will gradually acquire the competence to respond with short phrases and meaningful sentence structures. In their daily shipboard activities, there will be ample opportunities for seafarers to practice oral and written activities. Speech production will gradually improve in quality and fluency when seafarers are able to fathom the complexity of the English language structures, grammatical rules and its functions when they indulge in group discussions, problem solving activities and cultural sensitizing onboard the ship.

### (b) Provision of Shipboard Improvement Opportunities – from the Communicative Approach

Seafarers will be provided with ample opportunities to use and to practice English onboard, and to use it as a communication tool during safety and toolbox meetings. Officers and Engineers can help the seafarers to improve their English by providing materials that are cognitively stimulating and have elements of grammar, syntax and vocabulary. The use of “notions”, “concepts” and “functions” are employed in the communicative approach to express thoughts, to create interaction, to communicate information and to influence behavior. This communicative approach can also help to integrate other skills such as listening and speaking activities over a variety of social and shipboard situations.

### 4) (a) The Intermediate Fluency Stage – from the Natural Approach

When a seafarer's emotional, fearful, mental and anxiety barriers are successfully removed, and through shipboard work activities, problem solving skills and interaction strategies will slowly emerge. With further guidance from the Officers and Engineers, the seafarer will be able to produce meaningful conversations in the form of spoken sentences that have grammatical

features. At this level, the seafarer will be able to understand the functions of each word, negotiate meaning in a two-way conversation and also able to express oneself appropriately by using the most relevant words - this is so essential especially during navigation, berthing/unberthing and crude oil loading/unloading operations.

### (b) Proficiency through Linking Deck, Cargo, Engine Activities – from the Communicative Approach

In order for seafarers to develop effective communication skills that are relevant to different real-life shipboard scenarios, seafarers will need to be exposed to different types of activities that are outside their normal domain. Different environmental settings will set the seafarer to think and to use appropriate words to express oneself and this driving force can further enhance the learning process for the use of English. In other words, this communicative approach makes use of real life simulations and actual situations to promote meaningful communications.



Using English onboard for problem solving through teamwork

### Conclusion

No matter which approach is used on the seafarer to learn English onboard the ship, it is obvious that learning activities often take place in pairs or in the form of group work which require strong co-operation and teamwork. Officers and Engineers can make learning English interesting when shipboard tasks are theme-based, project-based or context-based as this will stimulate excitement and interaction.

Information exchange and sharing are critical matters onboard ships and a well-managed ship is one where all crew members are always on the same page with regards to shipboard welfare, companies' policies, safe maritime practices, compliance with charterers' and terminal instructions, etc.

By

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## Executive Summary: GlobalMET Continuing Professional Development Programme - CPD for MET Practitioners



*Continued from previous issue ...*



**Figure 1 - Reformers - Action Learning Group**

Reluctance to comprehend the difference in paradigm between traditional academic lectures and performance oriented competency based delivery and assessments. Some very disturbing comments in conversations and continuing study of the MET system revealed that many institutes continue to deliver traditional knowledge based courses.

Some efforts to accept competency based approach was said to be resolved by accepting 50% (pass mark) of the required maximum 100 marks for each examination, as sufficient evidence of having attained the minimum standards in the STCW. This is unacceptable as there did not appear to be properly worded (action verbs) descriptors for the competences to be assessed. There is also a lack of evidence to show that the rubrics to attain 50% are sufficiently rigorous.

### **Note:**

*It is imperative that practitioners realise that grading should be avoided in competency based learning assessments and evaluation. Demonstrable competences are based on attainment of the agreed/published performance standards. Rubrics for assessment are criterion referenced.*

The framework in many cases did not show the alignment of volume of learning towards the standard competences for delivering as evidence-based assessing competence or skills set in the qualifications. It was not clear how the requisite tangible evidence, verification and validation processes were in place to prove that the competences have been successfully delivered, monitored and rigorously assessed with acceptable criterion reference rubrics. This discrepancy was attributed to the poor construct of IMO model course 6.09 (non-competency based instructional manual) that many institutions use. This is under review but struggles with the concept and complexity of OBE/CBETA judging on recent proposed amendments.

Auditors demand examinations and delivery based on model courses (mostly non competency based approach) instead of ensuring institutions deliver training programmes and courses in accordance with,

Outcomes based education and the competency based approach in learning (cognition), doing (psychomotor skills and attitudes (affective, behaviour etc), performance to standards by rigorous evidence based assessments.

The rubrics go beyond regurgitation of memorised information for written examinations.

Many operators have little or no budget for providing CPD to their sea staff, citing wasting time and money but in the

same breath are critical about their employees' competences and or skills.

There is a widening gap between education and skills. This demand highlights the crucial role of employers in developing a skilled workforce. This gap is exacerbated by the mistaken concept of turning skills development and training into an academic delivery in order to award an academic (knowledge based) degree instead of a professionally developed performance qualification/degree. Many international institutions of higher learning now deliver to the 70-20-10 rule where 70 represent the performance and competence.



**Figure 2 - Team Leader presenting her Groups' work**

Employers, training providers and the administration must work in partnership to foster workplace learning opportunities and ongoing professional development.

### **Analysis and Suggestions**

There is a need for a transitionary or cross-over process between OBE/CBETA and Higher Education (HED) for recognition of prior learning. There is a need to distinguish whether a professional degree or academic degree is preferable for the maritime industry. Much research is already in place and several universities now offer professional degrees where the successful graduands have been trained to perform in the work place and are competent and job ready on graduation.

Maritime education is at the cross roads and must decide how best to serve industry. For this to happen leaders and managers must become suitably trained and au fait in competency based learning and competence management. Too often I have met learned colleagues who choose to deliver STCW as academic higher education programmes instead of professional competency based learning, thus miscuing the nature and meaning of performance based standards and goal based/standard based outcomes.

Consequent to this issue, the CPD workshop programme included developing leadership and management as "hidden curriculum". Organisational development through action reflection learning and action research was applied to effect change. Observations and feedback from the initial workshop programme in 2014 revealed the reluctance of leaders in effecting change in the MET industry. This redesigned programme empowered participants and provided for the following progress in development of MET practitioners, namely;

- Discovering that leadership is an action, not a position – it is behaviour and not role that determines leadership
- Make change or be changed if the rate of external change exceeds our rate of internal change

- Take the lead. Do not follow or wallow
- Find and execute the right balance – identify the critical differences and intertwined relationship of technical, management and leadership as to assess our “as is” compared to “will be or shall be”
- Enable soft skills and hard results – encourage emotional intelligence, engagement, perceptions and energy as powerful catalysts to propel teams and organisations to peak performance
- Assess and strengthen timeless leadership principles and energise with vision, values and furthering missions. Provide mindfulness and research on strength based approaches.
- Initiate development planning – build and implement personalised improvement plans and follow through

## Funding

Funding is a critical issue. Different countries have different models. Universities and higher education usually receive funding for knowledge based courses although some have a well balanced mix and funding for professional education (vocational education etc) and higher education. University administrations will normally choose the easier way and only serve one jurisdiction for surveillance and monitoring standards and quality of education.

MET remains a very costly area of industry. However if the Community of Shipping (COS) can eventuate beyond current archaic and inward thinking, then, perhaps costs can be reduced substantially by collaborative learning and resource sharing. It begins with flexibility of Work-based learning (WBL) methodology. No better learning environment or learning space could be more appropriate than the ship and the chain that supports and supply the ship(s). This is augmented by the digital disruption providing instant access to whole suites of learning and doing praxis. Careful selection is imperative for good outcomes.

Disruptive digital innovations in learning management systems (LMS) provide flexible WBL as the most economical means of training and retaining talent for the long term rather than short term employment. Learning spaces are most productive at work places. It is not in stuffy class rooms memorising information, face to face with some boring “dinosaur” chalking and talking in front of the room. Continuity diminishes cost of logistics for crew movements and unproductive time spent in shore based institutions. Directly, value added time may be spent with families and shore office work attachments. Disruptive innovations of this nature minimise and may eliminate neglect for important continuing development of officers and crew. Such innovations supplemented by shore based flexible learning preparatory courses for licensing and other regulatory requirements may be the answer for minimising long unproductive time spent in institutions.

Needless to say, a new suite of knowledge and skills will be developed with mariners and similarly with their shore based colleagues. This development must not be curtailed; otherwise the value and performance standards of officers and crew will drop away whilst other workers in other industries continue to lead the way.

UNCTAD 2016 review of maritime transport reports that world fleet 2015-2016 grew by 3.5% despite downturns in shipping freight rates and weak earnings. Shipments rose by 2.5% 2015/2016 to 10 billion tonnes. Shipping makes the world go round and mariners contribute wholeheartedly to the process. MET must make it right again.

## The Next Steps- Evolution

One of the most significant outcomes that emerged from the workshops run as a series over a period of time was the building

of powerful relationships between participants from the group dynamics generated from each event. This relationship was then extended to the other groups in the other events. It then built on collaborative learning across borders; This occurred as the participants came from across the country's provinces learning institutes and centres. The workshops brought on:

- Sharing of information
- Sharing of the learning
- Shared decision making processes.

This ability formed and deployed two core competencies:

1. Perform MET delivery effectively in a cross cultural and diversified learning environment
2. Lead and Manage MET Learning and Assessment Strategies in accordance with standard Outcomes Based Education applying the Competency Based Approach in accordance with the STCW Convention 1978 as amended.

MARINA and the MET industry have reached a working arrangement to develop formal teacher training for MET practitioners. The development of standard teaching practice will take on fresh directions and dimensions in adult education that will be learner-centred, outcomes and competency based learning methodology. Teaching practices will move away from traditional teacher-centred pedagogy that is authoritarian, didactic and by rote. Learning and teaching will take on modernistic approaches empowering learners to be self-managed, self determined and accountable for their learning. Outcomes will be measured by well designed assessment tools that evaluate agreed performance criteria for specific competence standards that may be contextualised for various conditions at the work place.

GlobalMET has an important and integral role in promoting the quality of training, human development and standard competences. It also has the responsibility to promote excellence in the work place and ensure members do not neglect these quality needs and practices.

## Further Reading & References

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Moving from Pedagogy to Andragogy.

By

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## Boy Overboard



In 1951 I was a passenger aboard RMS 'Otranto' on my way back from attending the 7th World Scout Jamboree in Bad Ischl, in the centre of the Salzkammergut region of Austria. Her departure from the United Kingdom had been delayed by a waterfront strike for six weeks. We had left Tilbury in September and, having called at Gibraltar, Naples, Suez, and Aden, were on our way from Colombo to Fremantle when a dramatic incident occurred.

The Orient Line vessel was built by Vickers Armstrong in their Barrow-in-Furness shipyard and was launched in 1925. She entered the service between the United Kingdom and Australia and was involved in a number of minor incidents. When World War II began in 1939, 'Otranto' was requisitioned by the Admiralty and converted for use as a troop ship. In 1942 she was modified to carry landing craft and used to support the invasion of French North Africa and the landings in Sicily and Salerno in 1943. She was then reconverted back into a troop transport and continued in that task until released from government service in 1948.

'Otranto' then resumed her pre-war role as a passenger liner, now capable of carrying 1,412 tourist-class passengers, many of them immigrating to Australia on subsidised fares – the 'ten pound poms'. She made her last voyage, from the UK to Sydney via Cape Town in February 1957, when she was sold for scrap. I found her an elderly but comfortable ship, which kept to her timetable.

She was steering a south-easterly course, pitching in a moderate swell on a hot calm day, following the call at Colombo. Shortly after noon passengers were relaxing, playing games on deck, reading, walking and conscious of the need for the approaching lunch. Right aft, on the top deck, the guard-rails were complemented by strong wire netting on the outside to prevent any thing from going overboard through the rails. A wide scupper existed between the rails and the ship's side. Several passengers were on the deck, when a young boy was seen to climb on the rail by the stern to retrieve a small ball that was lying in the scupper, lose his balance as the ship pitched and fall into the water.

I was just about to enter the dining saloon at the after end of the ship when I hear the cry 'man overboard' and I immediately went to the rail, to see lifebuoys thrown overboard but was unable to see the human being in the water. People had responded by throwing many lifebuoys over the side and there was quite a trail.

The bridge watch-keepers responded quickly, the ship's whistle sounded a long blast, the helm was put hard-to-starboard as she was slowed then hard-to-port as she came around in a Williamson Turn to reverse her course. She rolled heavily both ways and the sea came in through the ports on the lower deck, which were open to allow fresh air in an uncomfortably hot ship.

Approaching the area of the sea marked by the lifebuoys, with the ship slowed until she was just moving ahead, the emergency lifeboat was launched, with four crew and a member of the medical staff. We watched as the boat proceeded across and picked the boy out of the water then came back alongside and the boy was taken to the ship's hospital.

We soon learned that, when picked up by the men in the ship's emergency boat, the boy was still alive, but despite immediate first aid they were unable to save him and he passed away in the hospital. An uneasy gloom settled over the ship as she resumed her voyage. He was the son of a migrating family with several children.

Later that day it was announced that the boy would be buried at sea, and we were all invited to attend a funeral service to be held the following morning. We were reminded of the tragedy and the ship's rapid response by the dampness in the lower accommodation decks, which gradually dried out.

The weather was again calm and hot. The ship was again stopped, rolling gently in the swell. A Christian burial service was conducted by the Master and an Anglican clergyman who was a passenger. The body, stitched into a canvas bag, was laid on a plank adjacent to the rail and covered by a Union Jack. The service concluded with the end of the plank being raised by the pall-bearers and the body cast into the sea. 'Otranto' then resumed her voyage to Fremantle.

The gloom soon passed, but I'll always remember how the drowning of the boy who fell overboard brought home to us all how precious life is and how suddenly it can come to an end.

*We can endure much more than we think we can; all human experience testifies to that. All we need to do is learn not to be afraid of pain. Grit your teeth and let it hurt. Don't deny it, don't be overwhelmed by it. It will not last forever. One day, the pain will be gone and you will still be there — Harold Kushner.*

By **Rod Short**

## Ratings Forming Part of an Engineering Watch



### Continued from previous issue ...

Draining water from the heavy oil service tank and settling tank is routine work to be done sincerely, especially if the vessel has been at anchorage for a long time. Do not believe that the diesel oil service tank does not need to be drained of water. In cold areas, condensation water can come.

Handling chemicals for cleaning, cooling water and boiler water treatment and oil spill dispersant will also be your work, so knowledge of Material Safety Data Sheets (MSDS) is important. You will go through them and learn handling procedures from the Bosun or an Engineer. Eye and hand protection are important, so use gloves and goggles. Safe working practices are to be followed by all of us, senior or junior. We will learn use of hydraulic tools and attendant precautions. Before any major work is commenced in the engine room, the Second Engineer holds a tool box meeting or briefing. Participate actively in it in a co-operative and sincere manner (not ridiculing anybody).

Earlier, we talked of checking boiler water level but now we have become senior so we will learn about the hot well. How hot should the water be? 50-55 Deg C should be good enough but follow the standing instructions of the Chief Engineer. There is displayed a sheet in the ECR showing various parameters to be maintained. We will slowly learn this, e.g. at what temperature the generator cooling water high temperature alarm will ring. At what pressure, generator low lubricating oil pressure alarm, shall ring. Then, you will yourself like to learn what action to take because you progress and earn promotions.

Now what about the purifiers, filters and coolers. Still not enough, what about sewage treatment plant, refrigeration and air conditioning systems, various pumps, valves, ballasting and deballasting; but do not worry, in a nine month tenure on board, you will have learnt a lot. That is the beauty of being a seafarer. A good seafarer learns happily and works happily and lives on board as part of a family. All this is not what you may learn in one trip, there may be many, but you will surely move on path of progress if you don't go for watch in an intoxicated condition and indulge in heated arguments with your colleagues or seniors.

### Cheerful Obedience to Orders is the Key to Success

We also need to look after the steering gear, windlass and mooring winch, the hatch hydraulics and deck air compressor. Keeping hydraulic system oil in good condition is the key. Clean the filters regularly and see that the Chief Engineer will send an oil sample for analysis once in six months. When the reports come, you also study and understand them. At every bunkering, you will participate in taking samples of the fuel oil and giving them to 4th Engineer and Chief for sending to the laboratory. One sample, the MARPOL sample, you will preserve on board safely and learn about this more from your watch in-charge. When I went to sea there were hardly any marine colleges but we learnt from seniors, the fitters and the Bosun and I will advise you to do the same.

Fuel oil bunkering is a subject in itself. I have written separately on it and you can read it. Together with the Bosun, you will learn how to receive and store the provisions, stores, lubricating oil drums (and how and into which tanks to empty them). As your capabilities get recognised, you will be entrusted with operating the provision crane. Quite a few accidents have happened involving handling the steel pipes (when they swing while lifting) so guide and control them using ropes. Do not put your fingers into the ends of the pipes in trying to adjust them. Good suppliers cap both the ends.

You must keep away from drugs totally. This stuff is addictive and very harmful to health. Also, if you are caught by customs or health officers, your Seamen's Identity Document will be cancelled. Alcohol is not that bad provided restraint and discipline are maintained and enjoy this only occasionally. Do not get habituated to alcohol.

Avoid drinking too much cold water. A multi-vitamin tablet a day will help a lot. The latest medical advice is that vitamin tablets are a waste of time. Drink at least two to three litres of water every day and avoid too much oily and spicy food. Your career graph will steadily go upward if you keep your conduct and behaviour good and have a helping attitude on board. Keep your normal and working clothes clean and follow best practices involving use of laundry and the drying room.

These days there is lot of material available on the internet and you can learn from here, in addition to CBT provided by your company. There are lot of drawings and instruction manuals on board. Develop a habit of reading them and discussing with your seniors subjects like how to remove and fit an exhaust valve, the fuel injectors, etc. There are work sheets with the applicable tools indicated on them. The correct use of correct tools and wearing PP equipment while using or assisting in use of hydraulic tools is something that will remain important throughout our career. There will be improvement in tools and systems and we will keep on learning; for example the ultrasonic device for cleaning of multidisc type filters (fuel filters) etc. Earlier we used to slacken and tighten cylinder head nuts manually, then came pneumatic tools and then hydraulic. Therefore, we shall adapt accordingly.

Tool box meetings are held before taking up any major job and it is here that the account of tools to be used is taken. What are the fastening devices? What lifting tools will be used? The engine room crane and the length of slings to be used? The engineers are always mindful of getting the slings, shackles and hydraulic tool pipes tested and your contribution in this matter will be valuable.

Calibration of torque spanners and their correct use is important. Taking safety measures while using drilling machine, grinding machine and lathe machine and efficiency of their emergency stops are vital for safety, especially of your eyes. All these are not to be learnt in a few days or one voyage but we now know the path to follow.

These days with reduced manning and short port stays, tracing of pipe lines is getting neglected, but even then its importance is vital to understand the engine room properly. On many ships we now have vacuum toilet systems and we must take utmost care not to throw tooth picks or any such extraneous item into them. In case of malfunction, it will only inconvenience us.

There are different types of ships, general cargo, containers, bulk carriers, oil tankers, chemical tankers and gas carriers, etc. Many more different types with improved versions will inevitably come. There are basic and specialised courses which are run by shipping companies and marine training centres and you will be sent there by your company for further and onward training. But again the warning, don't think that you have become an expert merely by attending a course.

There are some very simple precautions. While going ashore, you may take a shower and your hair may be wet. In cold countries if you move out bare headed, in all probability you may catch cold, so carry a woollen cap with you. Seek advice of your seniors on board. When I came to sea, there were no computers, no colleges and no CBTs. Everything was learnt on board.

Safe working practices are always emphasised and insurance companies have come out with very good posters, so you see everyone contributes towards safety. Situational awareness and alertness is very much desirable. Don't be worried thinking how I will learn all this. Learning is a life long process. As I write this for you, I am myself still not aware of quite a few things. It will take time but effort must be maintained. Bon Voyage.

By

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## Duty of Care



### Shipping Too Prescriptive

Shipping is too prescriptive. Our daily routines are governed by rules and regulations. There is nothing inspiring at sea except enjoying nature. Companies make profits from ships, but never to violate the International Convention on Load Lines 1966. Seamen's rights and obligations are spelled out in the Maritime Labour Convention (MLC 2006). Safety and security issues are being taken care of by the International Convention for the Safety of Life at Sea (SOLAS) 1974. Environmental protection is governed by the International Convention for the Prevention of Pollution from Ships (MARPOL).

### International Standards Help Ensure Safety

Further, seamen are trained in accordance with International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978. Industry is able to ensure safe arrival of ships by complying with the International Convention for Preventing Collision At Sea 1972. Complying with all the rules is never an enlightening experience. It is an obligation.

### Duty of Care of the Environment, Safety and Security

And so, while not inspiring, the key word for the seafarers' role at sea is "duty of care". We need to take care of the environment, safety and security. Management gains respect from their subordinates due to the care they afford to them. Care is a sign of maturity in a person's emotional intelligence. Care is the cornerstone of all activities at sea; especially, when it involves safety of life at sea.

You do not have to say it, individuals will be able to sense how much you care for them. Successful conduct of a passage indicates that the bridge team cares about their job. It is their duty to execute the passage safely and expediently. Arrival early on the bridge prior to taking-over the watch shows that you care about your shipmates.

Duty of care should also be the building block in training of seafarers. One of the functions stated in STCW is - controlling the operation of the ship and care for persons on board. However, it refers to only the medical aspect. Seafarers need to provide medical care to the sick and injured while they remain on board. The other is to monitor the loading, stowage, securing and unloading of cargoes and their care during the voyage. This refers to the safety of cargoes.

### Effective Leadership Behaviour for Duty of Dare

Bridge resource management (BRM) training needs to adopt the word care into their lexicon. What is effective leadership behaviours if no one cares? How is it possible to communicate effectively if people do not care? Those who care about the safety of the vessel will not hesitate to question navigational decisions taken on the bridge. Without the affective domain - care; BRM will not be effective. Nothing moves without emotion. Duty of care is the crux of the seafarers' profession. An instructor who cares for his students will transform the learning environment to an unimaginable level.

### The Role of Technology

Based on observations, millennials have no problem in assessing information; technology advancements have enabled this generation to surpass their predecessors. They are good with gadgets. They are fast learners, easy to adapt and imitate skills. The main issue is care. They show little concern for others. It is imperative that academies focus more in developing this trait.

### Observance of Rules, Service and Community

Observing the rules and regulations is a sign of care. A part of the daily regime is to take care of the training equipment, classrooms and living quarters. In my opinion, the heart is the primary source of change. The affective domain needs to be as a part of the competency table in the STCW. The best achievement of a student is to care for their institution. Serving the academy should be a pre-requisite for seafarers to work at sea.

A community that cares for each other will be able to transcend knowledge and skills into wisdom. Assisting each other in developing the required competencies should be encouraged and practised on campus. Another example of students caring, is their maintaining of personal health and hygiene.

Training is successful once students care for their career. Students aim to excel in their study. They are committed to their academic rigours. They carry the good name of their chosen career throughout their service at sea. Compliance with the regulations becomes second nature, it is not so much about the rules. It is so because they care for safety, security and the environment.

### More than Just Competent Seafarers

Duty of care encompasses the individual's strength and character. The mind which is full of knowledge is nothing compared to the heart which care. We need more than just competent seafarers. In the past, it was common to find people who care. Now, the "digital era" seems to have great impact on individuals that they need to attend training and comprehend the word - care!

### Concluding Observations

In Part A of STCW - Mandatory standards regarding provisions of the annex to the STCW convention, the word care needs to be included in one of the functions, preferably, navigation. At both operational and management levels, the competency table needs to be amended to include the word care. For an example, column 4 - the criteria for evaluating competence; care for the effect of fatigue on the watch-keepers performance.

### Bibliography

The Human Element - a guide to human behaviour in the shipping industry by MCA

International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978.

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## IMO HTW Sub Committee Meeting (30 Jan – 3 Feb)

The IMO Sub-Committee on Human Element, Training and Watch-keeping held its 4<sup>th</sup> Session (HTW 4) from 30 January through 3 February 2017. The meeting was attended by representatives from 82 Member States, 2 Associate Members of IMO, 2 Observer Inter-Governmental Organisations and 23 Non-Governmental Organisations including GlobalMET. GlobalMET representation included the Chairman and Executive Secretary and Capt Tim Wilson. During the Session, three Working Groups (WG) and two Drafting Groups (DG) were formed as follows:

WG1 Human Element Issues

WG2 Training Matters

WG3 Training Matters

DG1 Validation of Model Courses

DG2 Validation of Model Courses

The work carried out during the Meeting was summarised at the plenary session as follows

### Validation of Model Courses:

- The work done by course developers, review groups and the Secretariat in finalising nine draft model courses for submission to this session was appreciated;
- the principles proposed by the Secretariat for future revision of model courses were endorsed;
- it was agreed that the new review process simplifies validation;
- that review group coordinators could impartially act as conduits between course developers and the review groups throughout the process;
- that model courses should be developed for global use;
- model courses should be based on STCW competencies and the KUPs (Knowledge, Understanding and Proficiency) as has been the case in the past;
- agreement was achieved on a merger of the review periods to provide more time for the review;
- that the revised model courses should be brought in line with requirements of the Code and technological advances;
- that model courses for seafarers on ships subject to the IGF Code should be given priority in order to accommodate sufficient certified personnel as the first LNG-fuelled ships are delivered;
- whilst not mandatory, model courses are an essential aid to training;
- educational objectives should be developed and reviewed regularly as they are key to a uniform and effective implementation of the STCW Convention; and
- it was acknowledged that the new review and development process for model courses has improved the quality of draft model courses submitted for validation.

It is always difficult to identify potential course developers and reviewers, and the following offers to review and write model courses were made and accepted:

- New model course on Electro-technical Rating, also Leadership and managerial skills and a revision of MC 1.28 on Crowd Management, Passenger Safety etc (as two separate courses) plus MC 1.29 on Proficiency in Crisis Management etc (as two separate courses) by the Philippines;

- revision of existing MC 2.03 on Advanced Training in Firefighting by India;
- revision of MC 1.34 on AIS and MC1.36 on LNG Tanker Cargo & Ballast Handling Simulator by Malaysia;
- revision of MC1.19 on Proficiency in Personal Survival Techniques and MC1.08 on Radar Navigation at Management Level by China in accordance with the Revised Guidelines;
- new model courses on Basic and Advanced Training for all personnel on ships subject to the IGF Code with Mr Breyer (USA) as Review Group Coordinator; and
- revision of MC 1.19 on Proficiency on Personal Survival Techniques by China.

The drafting groups also reported back at the plenary session summarising the work carried out as follows:

- Validated two new draft model courses on Basic, also Advanced, training for ships operating in polar waters;
- validated draft revised model courses 3.12 (Assessment, Examination and Certification of Seafarers), 6.09 (Training course for Instructors), and 1.30 (On-board assessment);
- approved terms of reference for course developers reviewing or developing the following five draft new model courses (and revised MC1.36 on LNG cargo and ballast-handling simulator), namely:
  1. Leadership and Managerial Skills;
  2. Crisis Management and Human Behaviour Training;
  3. Crowd Management Training;
  4. Passenger safety, cargo safety and hull integrity training; and
  5. Safety training for personnel providing direct service to passengers in passenger spaces.
- validated two further new draft model courses recommended by DG2 on Ratings forming part of a watch in a manned engine-room or designated to perform duties in a periodically unmanned engine-room and the other on Ratings as able seafarer deck;
- validated the draft revised model course on Engine-Room Simulator;
- referred back the draft model course on Ratings as able seafarer engine in a manned engine-room or designated duties in a periodically unmanned engine-room to the course developer for further revision; and
- approved terms of reference for course developers reviewing or developing the following five draft model courses:
  1. Electro-Technical Rating;
  2. MC 2.03 on Advanced Training in Fire-fighting;
  3. MC 1.08 on Radar, ARPA, Bridge Teamwork and SAR-Radar Navigation at Management Level;
  4. MC 1.34 on Automatic Identification System (AIS); and
  5. MC 1.19 on Proficiency in Personal Survival Techniques.

All these with a view to validation by HTW 5.



Further reports were received as follows:

- **REPORTS ON FRAUDULENT CERTIFICATES AS REPORTED BY THE SECRETARIAT.** 15 reports of unlawful practices associated with certificates of competency were detected and submitted to the Secretariat.
- **GUIDANCE FOR THE IMPLEMENTATION OF THE 2010 MANILA AMENDMENTS.** It was recalled that HTW 3 had endorsed, and MSC 96 approved, sections 1 to 5 of the draft framework for a proposed new GISIS module related to reporting and information communication requirements under article IV, VII and IX of the STCW Convention. Sections 6 to 21 of the draft framework relating to reporting and information communication requirements under section A-1/7 of the STCW Code require further consideration and the Secretariat were instructed to report on the benefits of the module to this session. Accordingly, the Secretariat prepared and tabled documents HTW 4/5 which proposed:
  1. A new STCW Convention-related GISIS module which takes into account the entire scope of reporting requirements necessary under the STCW Convention, so as to reduce the administrative burden on Parties to the Convention and on the Secretariat; and
  2. to establish four categories of STCW-related data which allows STCW information to be shared in accordance with each category assigned to them, providing at annex an overview of the STCW information that could be included in the proposed GISIS module. Following consideration of document HTW 4.5.3 by the USA, there was general agreement to change the access right from 'Restricted' to 'All Parties' and the ability to upload specimen certificates by Parties directly to GISIS which will support facilitation of the work by port State control officers. WG3 subsequently reviewed the draft framework for the STCW-related GISIS module and changes were made throughout including sections 1 to 5. The Sub-Committee further tasked the Secretariat when finalising the framework of the proposed new STCW GISIS module to:
    - include the additional proposed functions to facilitate uploading of STCW Parties directly on to GISIS relating to: the nomination of competent persons; information on simulators used for maritime training; reporting requirements attesting compliance with regulation 1/7 (Communication of information) and 1/8 (Quality standards); and
    - integrate the existing information on simulators into the proposed STCW GISIS module.
- **DOCUMENTARY EVIDENCE REQUIRED UNDER THE STCW CONVENTION BY SEAFARERS TO PORT STATE CONTROL OFFICERS AND OTHER THIRD-PARTY INSPECTION REGIMES.** The Sub-Committee was advised that MSC96 had considered document MSC 96/12/2 (USA and ICS) in relation to the practice by which seafarers were being requested to provide documentary evidence to PSCOs and representatives from third-party inspection regimes, for training course completion certificates with reference to the applicable IMO model courses. The document contained two draft circulars on advice for PSCOs and draft amendments for consideration by the III Sub-Committee relating to the revision of the Procedures for Port State Control, 2011. Discussion in Plenary revealed that IMO model course 1.27 had mistakenly been linked with ECDIS training and also that seafarers need not provide documentary evidence of either having completed a training course or updating of

their training within the last five years. Refresher training was judged to require clarification as holders of certificates of proficiency in basic training, survival craft, rescue boats and advanced rescue boats also fire-fighting are required as of 1 January 2017, to provide evidence of having maintained the required standards of competence every five years. PSC inspectors had wrongly requested seafarers holding COCs to produce the original certificate of proficiency as well as evidence of refresher training and guidance in the Procedures for Port State Control which needed a clear statement to the effect that evidence provided on updated training within the last five years, does not require the original Certificate of Proficiency on which the updated training is based. Taking Plenary discussion into account allied to its Terms of Reference, WG3 produced a draft STCW.7 circular with draft guidance on certificates and documentary evidence required under the STCW Convention, 1978 together with a draft text to the Procedures for PSC, 2011, both of which were endorsed by the Sub-Committee.

- **CLARIFICATION OF THE TRAINING REQUIRED FOR ECDIS EQUIPMENT.** The Sub-Committee endorsed WG3's recommendation of a draft MSC circular on amendments to MSC .1/Circ.1503 on ECDIS – Guidance for good practice, as a revised form, reflecting already made changes by MSC .1/Circ.1503/Corr.1, also informing NCSR 4 of the draft revision. This took account of the fact that inspectors requested documentary evidence of approved type-specific training for ships fitted with ECDIS equipment from seafarers and it is simply unrealistic to develop courses for so many different types of system. It also reflected the fact that:
  1. ECDIS training is part of the STCW Code, chapter II competence tables;
  2. some countries require revalidating of Marine Deck Officers to take the approved updating training;
  3. being part of chapter II competence tables, it is not required to issue separate documentary evidence for courses such as ECDIS training; and there is a practical need to issue guidance clarifying the training requirements for ECDIS.
- **MANNING AND SEAFARER FATIGUE.** NEW ZEALAND, IFSMA, InterManager, ITF and The Nautical Institute provided information relating to a particular concern of seafarers in document HTW 4/7, namely the Master / Chief Mate two-watch watch-keeping system, which in their view compromised the requirement of resolution A.1047(27) on Principles of minimum safe manning and paragraph 6.1.3 of the ISM Code, where the Master of a vessel cannot safely carry out the obligations of keeping a proper navigational watch (STCW Code, section A-II/I), as well as complying with all other Administration and Company imposed duties and staying within their hours or rest and work. It was recalled that the Committee (MSC 95/22 paras 9.18 and 9.19) had agreed with the clarification of the scope in relating to manning and had instructed HTW to take this into account when revising the Guidance on fatigue mitigation and management (MSC/Circ.1014), and had also agreed that SOLAS regulation V/14 and resolution A.1047(27) on Principles of minimum safe manning should not be amended. Following extensive Plenary discussion, the Sub-Committee did not agree to the proposal in document NTW 4/7 to amend annex 5 to resolution A.1047(27) as it is outside the Sub-Committee's scope, and that any work on manning issues has to be approved by, and is the prerogative of, the Committee, i.e. MSC.

Meanwhile, WG1 met from 30 January to 2 February 2017 to consider document HTW 4/8 providing the Report of the Correspondence Group on the revision of the Guidelines on fatigue in the annex to MSC/Circ.1014 as the base document, taking into account proposed principles in NTW 3/8/2 (ICS) and relevant parts of document HTW 4/8/1 (ICS, CLIA and ITF) proposing a new module addressing the other stakeholders to be incorporated.

In addressing WG1's report, the Sub-Committee approved it in general and, in particular:

1. noted the progress made on the revision of the Guidelines on fatigue;
2. noted that the revision had not been completed at this session due to time constraints;
3. will request the Committee to extend the completion year to 2018, (partly in consequence of the decision not to re-establish the Correspondence Group), with a view to finalisation;
4. concurred with the Working Group's view to consider the outcome of HTW 4 as the basis for further work; and
5. invited submission of relevant proposals on the guidelines to HTW 5.

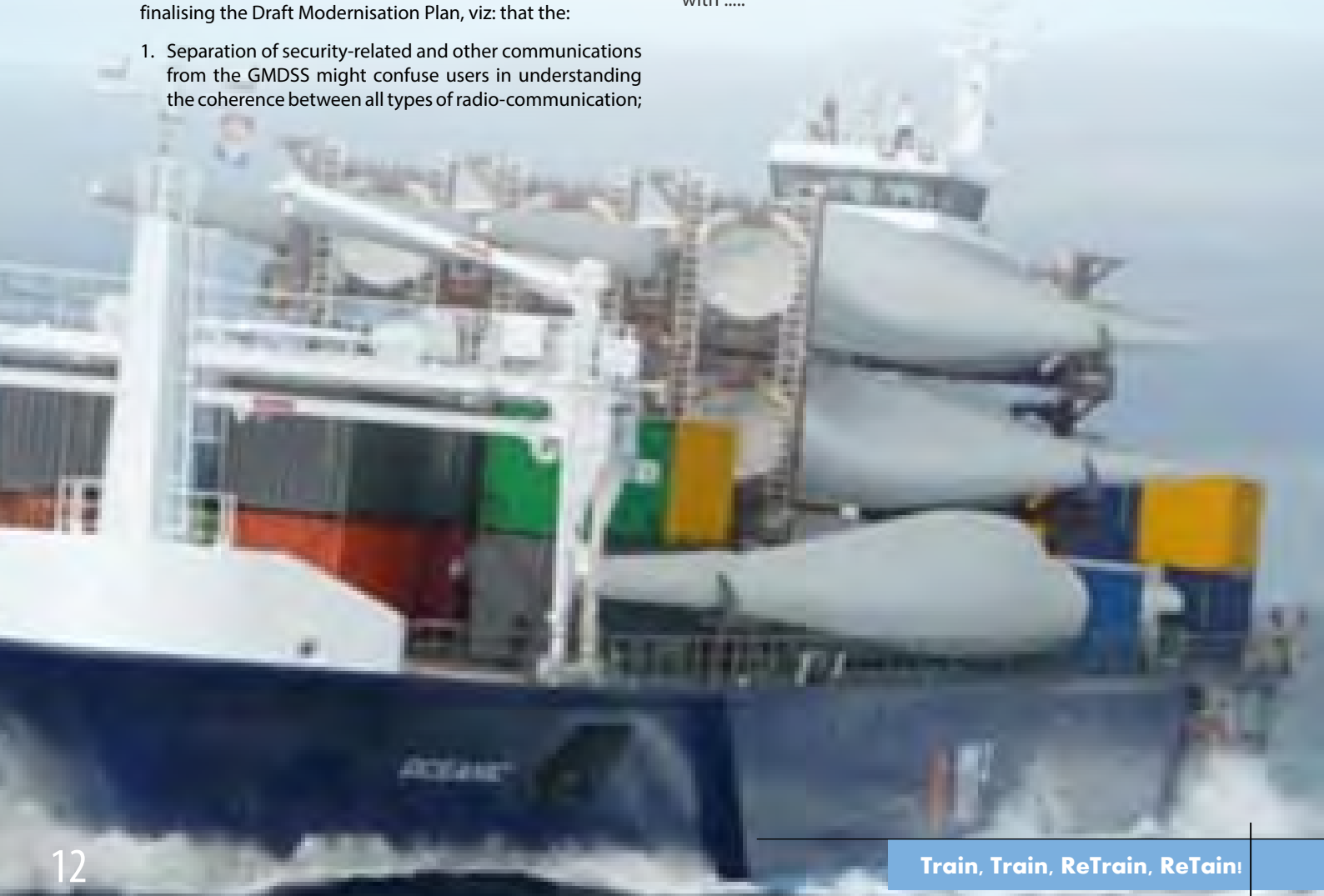
• **DRAFT MODERNISATION PLAN OF THE GLOBAL MARITIME DISTRESS AND SAFETY SYSTEM (GMDSS).** Following discussion, the Sub-Committee decided that the work on modernisation of the GMDSS was too premature to provide detailed comment and advice to NCSR 4 (meeting 6–10 March 2017) from a training, human element and end-used perspective at this stage but that account might be taken of views expressed during HTW 4 discussion when finalising the Draft Modernisation Plan, viz: that the:

1. Separation of security-related and other communications from the GMDSS might confuse users in understanding the coherence between all types of radio-communication;

2. modernisation of the GMDSS should take place from the end-user's perspective, aligning SOLAS with ITU Radio Regulations to keep the system simple, practical and usable;
3. introduction of new satellite providers will have direct implications on training in relation to anticipated complexity of the inter-operability of different systems;
4. the human-machine interface needs to be taken into account during development of Performance Standards;
5. language in the current draft of the Modernisation Plan is too prescriptive in certain places; and
6. design of user-friendly equipment must take into account the issue of familiarisation in order to reduce the burden on seafarers.

**GUIDELINES FOR PORT STATE CONTROL OFFICERS ON CERTIFICATION OF SEAFARERS' REST HOURS.** Following discussion, the Sub-Committee agreed to include table B-1/2 of STCW Code, part B as the annex to the revised Guidelines, and instructed the Secretariat to finalise amendments to the draft Guidelines for PSCOs on certification of seafarers, hours of rest and manning with a view to approval by MSC 98, and referral to III 4.

Further to the work of the committee, it is worth noting the statistics that surround the IMO Model courses. There are 72 model courses, 46 of which are over 5 years old, and 29 which relate to STCW requirements. A proposal has been suggested to the Marine Safety Committee, to review all model courses at 5 year intervals. This would put the burden of work at more than 10 courses for review a year. This is a significant work package and certainly work that GlobalMET should be involved with .....







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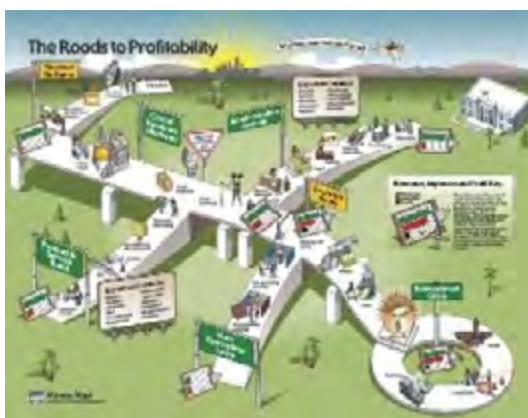
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## Adding Value to the Business, the Modern Role of the Learning Professional

by  
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**Figure 1 - Money Map**

Image from [business-literacy.com](http://business-literacy.com), permission requested

The learning professional's role and responsibility, more specifically Certified Professional in Learning Performance (CPLP), is to help add value to the organization, ensuring people and stakeholders get what they need, when they need it! This responsibility is not limited to just functional areas.

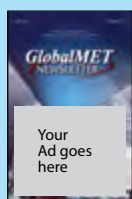
Certification covers 10 Areas of Expertise (AOEs); Performance Improvement, Instructional Design, Training Delivery, Learning Technology, Evaluating the Learning, Managing the Learning, Talent Management, Knowledge Management, Coaching, and Change Management; the foundational skills are Business Skills, Global Mindset, Industry Knowledge, Personal Skills, Interpersonal Skills and Digital Literacy.

The value added proposition lies in its business model, generally consisting of 9 parts: (1) customer segment, (2) customer relations, (3) channels, (4) Costs, (5) value proposition, (6) key activities, (7) key partners, (8) key resources and (9) revenue. Each area is an opportunity for the learning professional to help add value.

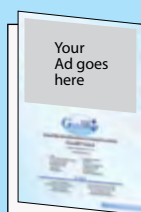
Lastly, the learning professional is a conduit for organizational and strategic learning alignment of the business model in a way that helps align the organization to its mission, vision, goals and strategic initiatives. Find out how in the full article on the [globalmetblog](http://globalmetblog.com).

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