

UniMET 3rd Newsletter

This newsletter reports the progress made from December 2011 to June 2012 in UniMET (Unification of Maritime Education and Training) project. UniMET project with its partnerships intends to unify the core of Maritime Education and Training, first across Europe and at latter stage worldwide. Key aim of the UniMET initiative include improving the employability of EU seafarers and supporting shipping safety by enhancing MET standards beyond IMO's Standards of Training, Certification and Watch-keeping (STCW 2010) minimum standards. By aiming for greater mobility of seafarer, it is hoped the project will ultimately help more young people to join the industry.

UniMET 3rd Partner Meeting

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Cross-referencing tables that are produced to find the differences in the local and national requirements in the partner countries have been reviewed at the partner meeting. Once, these tables are finalised, they will provide ease referencing to compare the partner programmes; thus, enabling to embed any local and national changes into UniMET programmes into partners programme piece-by-piece.

UniMET Online Web Portal was introduced and reviewed (www.unimet.pro/moodle). The platform is being regularly updated and enhanced when new innovative maritime education and training products/programmes are added onto it

A Conference in London (December 2011)

After a year into UniMET project to unify standards of maritime education and training (MET), the UniMET consortium staged its first conference to review its progress and discuss the plans for its intended developments.

The Conference, in London, was jointly organised by the Centre for Factories of the Future (C4FF), based in the Warwick University Science Park, and the Polytechnic University of Catalonia. Other UniMET partners include Maritime Institute Willem Barentsz, Netherlands; TUDEV Institute of Maritime Studies, Turkey; Satakunta University of Applied Sciences (SAMK), Finland; The Lithuanian Maritime Academy; the Italian ship-owners' research consortium, Consar; the Centre for Development Works, Poland; and Spinaker, Slovenia's largest maritime education company.

SUMMARY OF THE HIGHLIGHTS FROM THE CONFERENCE.

Consortium is of the view that what it is trying to achieve will go global, and to that end major bodies are being consulted such as International Maritime Organisation, the International Association of Maritime Universities, the European Maritime Safety Agency, several shipping associations and chambers of shipping as well as many MET institutions.

Keynote speaker Professor Reza Ziarati said the need for international collaboration in training was necessary to improve safety; he referred to a 2004 report showing that 25% of the world fleet was responsible for more than 50% of shipping accidents, while the top 25% of the safest ships caused just 7% of all accidents. Another study had shown that improving the quality of the world fleet to the same level as those of the safest 25% could lead to

a 72% reduction in accidents. 'If some flags are found to be safe, there must be a reason, and if some are having problems with more accidents, then there must be a reason too,' said Professor Dr Ziarati. 'So we started looking at problems in various countries, we reviewed some of the reports, and we found out that some changes have to happen as far as STCW convention is concerned, this is despite the significant STCW amendments agreed by the IMO in 2010'. Professor Ziarati argued that many deficiencies still remain. He highlighted a number of UniMET promoted projects that are addressing perceived shortcomings in training standards. The following are some of the key projects:

MARTEL- is a project developed by UniMET partners together with institutions such as Glasgow College of Nautical Studies and the University of Strathclyde to overcome the problem of seafarers' competence deficiency in English language.

The MarTEL provides a set of online tests that assess seafarers' maritime English competence. These tests cover several phases covering all types and tanks of seafarers: Phase 1 is for cadets, Phase 2 is for officers and Phase 3 for senior officers. Phases 2 and 3 contain separate tests for Deck and Engineering officers. A new enhanced oral test has been developed which is a face-to-face examination. Tests are also planned for ratings.

A complementary work to MarTEL is a project called CAPTAINS which is an online set of courses based on real-life situations that focus on functional aspects of communication in Maritime English.

UniMET now includes a project called SURPASS which offers training on ship automation. It was developed by a consortium of partners along with Plymouth University and the Maritime University of Szczecin, to overcome two problems; one for the ship crew to understand the characteristics of automated systems and their limitations and, two, for the crew to be prepared in the event of automation failure and be able to use alternative systems. SURPASS is designed to tackle these problems and is available online.

UniMET also includes M'AIDER (Mayday) Project which, via simulators and e-learning, provides training to avoid proactively maritime accidents and incidents. The project offers a range of scenarios concerning Bridge and Engine room situations experienced in previous accidents.

The UniMET embraces two GMDSS e-learning platforms, accessible via internet in all EU languages.

Furthermore, UniMET has its own sea training portfolios developed by studying the partners' own existing portfolios. The plan is to have two separate portfolios: one is based on the MNTB portfolio + anything that there is ISF portfolio which is not included in MNTB and the other is based on ISF + anything that there is in MNTB which is not included in ISF.

It has been declared that MariFuture platform will support UniMET Programmes (Deck and Marine Engineering) to be promoted to a wider audience by various dissemination and exploitation activities.

Short reports from the UniMET Conference in London

It is interesting to note that at the UniMET Conference Captain Esteban Pacha, Director General of the International Mobile Satellite Organisation, warned that there is a big challenge in adapting IMO model courses to e-learning methods. There are now more than 60 such courses, which have been developed since the original

STCW convention came into effect to assist maritime training providers in introducing mandatory or recommended classroom education and training requirements.

Capt. Pacha suggested that UniMET partners, having developed e-GMDSS courses, 'could explore further and recommend how to adapt existing model courses to these new methods and technologies, thus facilitating a constant, updated and easily accessible training for seafarers both onboard ships and ashore'.

Effective at-sea e-learning will need ships to be suitably equipped. Capt Pacha argued. 'It is my strong belief that, in a future based on broadband, mobile satellite communications at sea are fundamental in particular to providing universal broadband services to all vessels and offshore platforms, ensuring enhanced maritime safety, security and efficiency, but also facilitating e-learning and social communications to more than three million seafarers or passengers on board ships at sea', he added.

The important point for the IMO to consider, he said, would be whether distress signals sent using broadband mobile satellites were quicker and safer than standard radio communications and more efficient for shipping business. 'And if the answer to these two questions is yes, then other aspects could be benefiting from that e-learning, e-health, e-banking, Facebook and social communications. Because when I went to sea, he stated, we had not even mobile phones, we just went from port to port calling families, but today young people will never survive without mobile phones, Facebook or social networks. So I think that this would also facilitate more people to join the profession'. C4FF project officer Ugurcan Acar told how he had progressed from training as a Turkish cadet at TUDEV to qualifying as a UK Merchant Navy officer via the UniMET programme which is based on an earlier EU funded MET project known as SOS (Safety-on-Sea) project. SOS programmes were designed to improve maritime safety through education and training based on the syllabuses developed by northern European countries. They satisfied the requirements of international awarding body Edexcel/BTEC for the award of a HND (Higher National Diploma), enabling successful students to enroll on the final year of maritime degrees worldwide and satisfy the knowledge requirements of becoming an Officer Of Watch (OOW).

As a cadet, Mr. Acar attained his HND at TUDEV, a partner in both SOS and UniMET. He also benefited from MarTEL and EGMDSS programmes. After attending the Turkish certificate of competency, he worked as a Deck officer on Turkish ships. His next move was facilitated by the UniMET supported TRAIN 4Cs mobility programme that open the way for cadets from SOS projects to acquire sea training qualifications (NVQ/SVQ) recognised throughout the EU and worldwide.

The SOS programmes enable many cadets transfer from one country to another, which in my case was from Turkey to England, Mr Acar explained. After gaining his HND he enrol on the final year of a maritime degree honours at Plymouth University. 'Upon completing the sea training portfolio, I took some additional course satisfying the British national requirements and sat for the MCA exam to secure my British (MCA) Certificate of Competency.'

UniMET was widely disseminated at major conferences such as at the International Maritime Lecturers Conference, which this year was held in Holland in September 2012 and in major meetings with BIMCO, EU Maritime Day and its details communicated (face-to-face) to senior officials of of IMO, EMSA, IMO WMU and so forth. In November, although the EU funding period comes to the end the consortium expects that an extension will be granted. At the London conference, Prof. Ziarati confidently asserted that UniMET would achieve 'gold standards' in maritime education and training. 'We have been arguing about good practice.' he added 'We looked at all the countries in Europe; what are the practices? There are numerous examples – no two MET programmes are the same', he reported.

An example Professor Ziarati cited was the Dutch dual officer training programme, in which graduates gain COC as both as Deck and Engineer officers. 'Is it working? If it's working, let's explore it more...', he argued.

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UniMET Third 6-monthly newsletter is available to public by December 2012. It is easy to subscribe to the UniMET newsletter from the project's home page to receive all 6-monthly newsletters.

UniMET 4th Partner meeting

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4th UniMET partner meeting was held in Szczecin, Poland. UniMET partners came together to review the progress made since the last partner meeting and tasks were allocated for the following months of the project.

Partner Meeting in Poland – From left to right Capt. Ergun Demirel, Prof. Capt. Stephan Cross, Capt. Cees Muijkens, Renata Valentinaviciene, Capt. Teranen jarmo, Prof. Dr. Reza Ziarati, Tomaz Gregoric, Prof. German De Melo, Ceng. Sezai Isik, Capt. Janusz Uriasz, Dr. Martin Ziarati, Arturas Virtekis

Main concentration was given to the arrangements for the forthcoming dissemination and exploitation activities which are the core activities of the project. Several seminars and workshops are being held across Europe by Turkish, Spanish and Italian partners. The final conference is being planned to take place late 2012. More information about conferences, seminars and workshops are available in UniMET website.

UniMET Paper was presented in IMLA20 Conference in July in West-Treschelling, Netherlands to disseminate the UniMET programmes and set the scene for their exploitation. For more information about IMLA20 Conference, please follow the link: www.imla20.com.

UniMET Online Portal was further reviewed considering the recent changes to STCW2012 and draft IMO Model courses and is available to potential users: www.unimet.pro/moodle.

UniMET Workshop in Spain

A workshop was held by Polytechnic University of Barcelona on 28th of June in Barcelona, Spain.

The seminar demonstrated how the UniMET programmes are delivered, managed and structured as well as provides target groups with examples of implementation of the programmes within the partner institutions. Details about the quality system for the delivery of vocational programmes such as UniMET are also provided to encourage the target groups to adopt the system and UniMET within the institutions. Several stakeholders and policymakers were invited to the seminar.

The seminar was held on June 28 in the board room of the Faculty of Nautical Studies of Barcelona, starting at 09:00 and ending at 14:00 hours. Prior to the seminar, several institutions/organisations were informed such as all Nautical Colleges and Schools of Spain, Spanish ship-owners association ANAVE at school Merchant Navy

Officers COMME Spanish, and the maritime world in general.

Attendance was close to 50 people of different national institutions and Nautical Colleges and Schools mentioned above. Among the attendees and speakers were the Director General of the Spanish Marine, leader of Spain's maritime sector, the Maritime Captains Tarragona, Barcelona and Palamós, the latter is a woman who first holds this post in Spain.

Dean of the Faculty of Nautical Studies of Barcelona, and Directors of various university departments and maritime professionals were also present.

The first session began with a welcome to attendees by Professor Dr. German de Melo, UNIMET project partner and organizer of the seminar. This is followed with the presentation of his paper entitled "Unification MARITIME EDUCATION AND TRAINING-UNIMET" which reports on the project UNIMET and the work had been carried out and of those are involved with the projects that are directly connected.

The Seminar proceeded to the presentation by the Director General of the Spanish Merchant Marine Prof. Dr. Rafael Rodríguez Valero, his paper entitled, "MAIN CHANGES OF THE MANILA TO THE STCW CONVENTION Amendments Affecting SPAIN - THE IMPLEMENTATION" which explained all the changes that had occurred the STCW Convention in Manila its importance and implementation by the Spanish State thereof.

Later on, Dr. Juan Carlos Murcia, with the title of "Onboard Training and Its Importance in the 2010 Manila relevance Amendments" in which he explained the importance of the practices on board ships for the future mates and engineers.

After both presentations, the seminar continued with a conversation between the speakers and attendees contributed to this discussion.

The second session of the seminar commenced with a presentation by D. Fernando Collado, Tarragona Harbour Master, entitled "The global maritime education and training" which explained his point of view as Harbour Master on the training of seafarers on board ships that he had inspected, waking up in the audience a great interest in all its assertions and conclusions.

Later on, a round table was provided by D. Santiago Ordaz, Dean of the Faculty of Nautical Studies of Barcelona, which, on behalf of all Directors and Deans of Schools and Colleges of Navigation of Spain, spoke about the process of implementation of existing maritime curricula to the Bologna agreement, giving an extensive explanation of the process of adaptation in Spain and emphasizing that it is not neither finished, they have not nor been approved master studies of the titles of deck and engineers.

Round table was followed with the second panel discussion on the import of knowledge of English by all the seafarers of the world, in order to provide greater security for maritime navigation. This panel was led by Prof. Dr. Germain de Melo and with the participation of other speakers who were on the table. MarTEL approach was introduced to the audience at this stage. All board members who participated expressed the importance that all seafarers on board responsibilities, whether of operational or management, must have extensive knowledge of English, as it depends in part navigational safety.

After an intense debate which highlighted the different methods should continue to learn English, It is investigated the importance of education and training of seafarers is to be performed in English, and that should to use all those projects that help to learn and strengthen, like the project Martel.

At the end of the round table discussion and presentations, the seminar proceeded to make the conclusions and recommendations of the seminar. Prof. Dr. Germain de Melo thanked the participants for their attendance and

participation in discussions, thus concluded the seminar.

UniMET Symposium and Workshop at TUDEV

A symposium was held by Turkish partner TUDEV Institute of Maritime Studies on 27th of June in Istanbul, Turkey.

This event was part of the UniMET project and was initiated to promote the Project but more importantly to ensure the project's exploitation and sustainability strategy could be realised. In Turkey, UniMET needs a national maritime body, a key social partner and a major maritime university to ensure that the project would continue after the funding period comes to an end in later in 2012. The symposium attracted some 50 key personnel primarily from the intended six key bodies' viz., the only maritime university in Turkey, Piri Reis University (PRU), the only national foundation for maritime education, Turkish Maritime Education Foundation (TMEF) and TUDEV Institute of Maritime Studies (TIMS). There were representatives from the industry, both from large vessels sectors and small crafts. There was a presentation by BTEC and Edexcel who are involved in approval of the UniMET programmes which is expected to lead to the programmes' recognition worldwide.

The Symposium commenced by a presentation from TUDEV describing the UniMET project, primarily stating what is UniMET and why UniMET is needed. TUDEV presentation was supported by a keynote speech by the Rector of PRU emphasising the importance of streamlining the arrangements in TR for programmes such as UniMET to be implemented in TR. The discussions clearly indicated that there is willingness for the University to seriously consider and support the project in the next or the following academic year. A member of the Executive Board of the Turkish Chamber of Shipping stated in her presentation that UniMET satisfies the education and training needs of the maritime community in Turkey. The BTEC and Edexcel representative expressed satisfaction with TUDEV's achievements and gave his wholehearted support to the project stating that various aspects of UniMET is already being approved by BTEC and the UniMET programmes are also expected to be approved by his organisations. There were several presentations by the key members of the UniMET project. The morning presentations were followed by a lively two-hour workshop on how UniMET could be implemented in the EU and Turkey in the afternoon. There were two major issues emerging from the afternoon workshop. The first being there are relatively large number of Turkish tanker companies which prefer graduates from maritime universities because these companies have more automated vessels hence there is a need for graduates with scientific background and that these graduates have a greater knowledge of management aspects of shipping. However, the need for officers with no university degree was also emphasised. UniMET programmes for officers and master class were considered a good approach in addressing the needs for both types of graduates. When discussing the development of projects such as SURPASS (www.surpass.pro) an online course containing a series of ship simulator as well as pc scenarios based on previous accidents) and MAIDER (www.maider.pro) an online course with some ten simulator and pc scenarios also based on previous emergencies) participants at the workshop were of the view that these courses do address the causes of many accidents due to engine stops and other types of automation failures and those accidents which could have been avoided during emergencies. The second issue related to the need for a short period of sea experience for new entrants to maritime programmes so that there could be an aptitude and attitude assessment for 'working at sea' before the main programmes commence.

It was noted that there is a need for setting standards for English/Maritime English ([MarTEL – www.martel.pro](http://www.martel.pro)) for officers and ratings and access to e-learning packages such as egmdss (www.egmdss.com) on maritime

communication are extremely useful. It was reported that already some 40000 users have been using www.egmdss.com and that MarTEL tests have been accepted for degree studies in the UK. The UniMET sea training programmes were considered novel as these allow both the MNTB (Merchant Navy Training Board) and ISF (International Shipping Federation) practices to be adopted. UniMET MNTB Plus and UniMET ISF Plus were argued to be more comprehensive than the existing practices as these ensure the inclusion of what is missing in MNTB or ISF sea training portfolios for deck and Marine Engineering cadets. Development of contents for MarTEL standards through EU projects CAPTAINS, MarEng or MarEng Plus or a new programme of study was thought to be essential if MarTEL standards are to be developed further and sustained. It was noted that there are some reservation with SAIL AHEAD project (www.sailahead.eu) developed to create more defined pathways for those working at sea and jobs ashore. Some were of the view that it may encourage those working at sea to seek jobs ashore exacerbating the officer shortages in some EU countries. It was argued that this project would encourage many young people to join the profession compensating the officer shortages but creating more humane pathways for many to work ashore after a period of service at sea. As the shipping industry grows there will also be need for more officers ashore - at ports, ship operating companies and so forth.

In summary, basing the UniMET programmes on the revised IMO model courses was considered a good approach and the inclusion of several other learning opportunities such as UniMET integrated navigation course (revised NARAS) was an innovation in itself. The ease of access to UniMET itself and its satellite courses/components was viewed as important features of the project.

This project should not be seen as setting a new set of standards for maritime education and training (MET) but to ensure resources at MET institutions are used effectively (doing the right thing) and efficiently (doing it right) and MET universities at least get the recognition for doing more than merely sticking to implementation of the STCW requirements but creating well-rounded graduates capable of carrying out final year degree projects and are conversant with the shipping business and commerce. The intention of the projects listed in www.marifuture.org is to complement the work of IMO. The participants were of the view that there should not be so much focus on STCW but as to how STCW requirements could be adopted within progressive and comprehensive MET programmes. IMO expects us to do more than STCW especially when developing degree programmes for future ship officers. EMSA's role is also acknowledged in monitoring or inspecting STCW in EU countries and those countries inviting them to carry out such inspections outside the EU. This practice supports IMO in ensuring these standards are applied fully and correctly. Turkey has certainly benefited by EMSA's visits to its MET institutions.

It was agreed that there is a demand for both degree graduates (generally 4-year programmes) and college graduates (generally 3-year programmes). The former would go beyond the STCW requirements and give the cadets a good underpinning scientific base and prepare them for life and, the latter institutions focus on vocational aspects with some exposure to scientific principles but as far as STCW requirements are concerned full implementation are expected for both types of cadets.

UniMET would encourage lifelong learning encouraging some cadets to aspire and reach their maximum potential, starting as officer class 1 (IMO 7.03 and 7.04) progressing to officer class 2 (IMO 7.01 and 7.02) to degree studies and beyond.

All UniMET pathways have been validated by real pilot programmes. The clear examples not only that such progressions are possible in real terms but that these are highly desirable for those who are given the opportunity to continuously progress to higher levels of learning and achievement.

Join UniMET!

UniMET provides a wide range of programmes for Deck Officer of Watch (IMO Model Courses 7:04, 7.01) and Engineering Officer of Watch (IMO Model Courses 7.03, 7.01) from several major European MET institutions. There is also a generic set of programmes which have been accredited by major awarding and accrediting bodies such as BTEC and IMarEST. These latter programmes are based on IMO Model Courses supplemented by a range of EU funded innovative maritime training courses/products as well as including all other IMO Model courses and new mandatory courses such as ERM and BRM. Any institutions or MET provider joining the UniMET as a associated member, can view the example MET programmes from several countries or decide to use the generic set or if you are of the view that one of your programmes or both are novel, you can submit them to UniMET consortium and we will include it as sample programme(s) for other partners to view it/them.