

## Training 2025 – Review of seafarer education and training

Interim report – July 2015

Executive Summary and Recommendations

This interim report is the result of work undertaken by the Merchant Navy Training Board (MNTB) from November 2014 to July 2015. It provides a number of recommendations as to what needs to be done to ensure that UK seafarer education and training is fit for purpose and able to deliver the number of seafarers, with the skills and knowledge needed by the industry, at sea and in management positions ashore, for the next three to five years. It also looks at the MNTB ‘footprint’, role, functions, structure, staffing and funding arrangements, to ensure it is likewise fit for purpose to deliver the required recommendations.

The review work has included an extensive range of industry consultation activities, has worked through a high-level Policy Review Group, with an independent chair, and through two working groups – MNTB Structure, and ‘Futures’ – seafarer education and training requirements.

Whilst the recommendations are complete and the three to five year workplan is defined, this is an interim report, as it will need to be updated once all the actions have been agreed and the means identified to take them forwards. The second part of the report covers the activities and consultation that has been undertaken during the review to reach this point, and includes various points to note.

**Recommendation 1**

For the Main Board to adopt the following Vision and Mission Statements and to agree the Strategic Goals (set out in **Appendix A**) as the way ahead for the MNTB from 2015 – 2020:

**MNTB vision statement -** To be the world leader in ensuring delivery of skilled seafarers to meet the needs of a diverse shipping industry.

**MNTB mission statement: -** To provide industry leadership to ensure the appropriate courses and training are in place to deliver skilled seafarers to the Merchant Navy both now and in the future.

**Recommendation 2**

That the scope of the MNTB be expanded to cover all seafarers certificated through the STCW Convention – i.e. covering unlimited and limited certification in the deck and engine (including electro-technical) departments and the catering and onboard services departments.

**Recommendation 3**

To develop a map of current seafarer education and training provision (for both STCW certificated and industry specific non-certificated provision) across all maritime industry sectors , identifying and proposing solutions to any gaps in provision, to ensure an adequate supply of suitable people both at sea and in shipping management positions

**Recommendation 4**

To obtain Labour Market Intelligence (LMI) to define the numbers of senior maritime professionals needed in the industry, including senior officers at sea and senior managers ashore

**Recommendation 5**

That the outcomes and action planning covering training issues from the Ratings Summit be incorporated into the overall review activity and accompanying workplan, defined as a separate and discrete body of work, to be overseen by a Ratings Steering Group comprised of RMT, Nautilus International, UK Chamber of Shipping, MNTB, MCA and DfT representatives, together with dedicated staff resources to undertake the required work. **Appendix B** provides the initial action planning points, which are to be further refined by the above working group early in August.

**Recommendation 6**

Define and develop a dual pipeline of career progression and professional development through to Masters Degree/Chartered Status for senior personnel, both at sea and ashore, and provide information and advice about the development opportunities available to enhance the transition from sea to shore employment

**Recommendation 7**

Identify how education, training and assessment can be delivered cost effectively and efficiently into the future – e.g. using a wide range of delivery and assessment methods, providing on-line ‘top-up’ qualifications and/or courses for next level certification achievement as required

**Recommendation 8**

Implement an MNTB Accreditation Service, to be available within the UK and worldwide

**Recommendation 9**

Produce MNTB publications through Witherby Publishing Group, to include short course criteria, Competency Record Books for ETOs and Tanker Endorsements and others as any are developed (ensuring that intellectual property rights are retained by the MNTB)

**Recommendation 10**

Increase the officer cadet Trainee Registration Fee from £150 to £200 as of September 2016 to take account of the extensive work required to achieve the above recommendations and to help provide funding towards the associated resources

MNTB Workplan for 2015-2019

From the review recommendations and during Policy Review and Working Group discussions, the following strands of work have been identified.

**Work strand 1:** **Labour Market Intelligence (LMI) and education and training provision**

1.1 To commission a piece of work to define the numbers of senior marine professionals at sea and ashore, and to provide a map of seafarer education and training provision This will include setting up a steering group to identify the funding source for the work, to commission it and to oversee the project. A draft project specification is provided at **Appendix C**.

*Funding achieved and work commissioned by ?, with project outcomes reported by ?*

**Work strand 2: Ratings Summit outcomes**

2.1 To hold a Scottish Ratings Summit to ensure full consultation, involvement, refinement and agreement of identified actions.

*By end October/early November*

2.2 To appoint a new Chamber staff member within the MNTB to implement the identified actions resulting from the Ratings Summit, with funding to cover the post – a one year fixed-term contract – to be sought from the MEF.

*For funding to be agreed by August and the post filled by Dec 2015*

**Work strand 3: Education and training programme requirements and development**

3.1 To set up a Steering Group to oversee the following:

3.1.1 map out and recommend the seagoing and shore-based routes for the proposed dual career pipelines, from entry level through to senior positions at sea and ashore, identifying entry points and requirements, incorporating STCW Certification requirements and including appropriate qualifications and specific courses - where identified, and linked to chartered status throughout, and recommend timescales for related development and implementation.

NB – specific consideration to be given to the following:

* for rating apprenticeships to be available for GCSE entrants in all disciplines, incorporating MSQs and with rating to officer conversion courses defined and approved by the MNTB;
* for officer cadet training to be available for A level/Scottish Highers entrants into the FD/SPD route and for those with GCSEs/ Scottish Standard/General Qualifications a separate pre-cadetship academic year to be available through MSQs followed by an MNTB approved two-year HND course, which would include learning of senior certification topics;
* for training for shore-based engineers to become marine engineers to be available through the HNC qualification

*Steering Group to commence work in September and report on the mapping to the November Board meeting*

3.1.2 review current deck, engineering and electro-technical seafarer training and identify the changes needed to update the existing seafarer STCW curricula, using the questionnaires devised by the ‘Futures’ Working Group and widely distributed by a variety of means, i.e. to specific groups of seafarers via Nautilus International, by the MCA to its surveyors, to technical managers in shipping companies via UK Chamber of shipping members, and to seafarer education and training professionals in the UK via the International Association of Maritime Institutions (IAMI). See **Appendix D** for a draft of the deck questionnaire – associated engineering, electro-technical and rating questionnaires have likewise been developed

*Carry out* the *questionnaire survey during September, with the results and recommendations for curriculum changes to be reported to the November Board meeting*

3.1.3 review current, new and innovative education and training delivery and assessment methodologies and recommend appropriate use within the seafarer and shore-based education and training routes

*Identify appropriate delivery and assessment methodologies – the MNTB December seminar to be used to provide initial input in order to assist with the review and evaluation of related methodologies, followed by a short programme of visits to selected establishments to observe specific delivery and assessment in practice. This work to report to the March 2016 Board meeting*

3.2 To develop the required seafarer education and training routes as outcome-based training standards covering STCW certification in line with the above recommendations and incorporating the additional skills training identified through review consultation and ‘Futures’ Working Group deliberations. See **Appendix E** for a draft outcome-based standard.

*To commence work in February 2016 through Technical Committee, with timescales to be agreed for each training standard based on Steering Group recommendations in 3.1 and subsequent Main Board policy decisions*

3.3 To develop the shore-based route to senior positions ashore

*To commence in ? and complete by ? NB – work could possibly be undertaken through a separate Steering/Working group in parallel with the above*

**Work Strand 4: MNTB Accreditation Service**

4.1 To set up a working group to implement the MNTB Accreditation Service and ensure the following is in place and fit for purpose:

4.1.1 update the existing process and criteria as the base for course accreditation. See **Appendix F** (process and criteria) **and G** (application for accreditation) accordingly;

4.1.2 develop a business plan to identify the resource requirements, costs, income potential, risk factors and marketing of the service;

4.1.3 put the required quality management system in place to underpin and provide credibility to the service;

4.1.4 identify experienced and credible assessors, specify the induction and training requirements and commission as required;

4.1.5 seek funding from the UK Chamber of Shipping for the above, and commission expert consultancy services to undertake the required work, under the guidance of the working group

*Funding agreed, working group set up and consultancy commissioned by January 2016; business plan developed and accreditation service in place and initial marketing undertaken by March 2016; first courses accredited by April 2016, with a target of 10 accreditations by July 2016*

Review background, activities and points to note

1. ‘Training 2025’ is the title of the work underway by the MNTB to review seafarer education and training, which was instigated as a result of the annual autumn seminar. It was clear, at the seminar, that it was necessary to carry out a review of not only the current officer cadet training frameworks (i.e. the FD/SPD and HNC/D entry routes), but also rating entry routes (to include the current apprenticeship trailblazer work on able seafarer deck, engine room, catering and onboard service rating training).

2. The MNTB Board agreed to set up a ‘Policy Review Group’ (PRG) for this purpose and appointed Nigel Palmer as an independent chair to oversee and manage the review activity, with Board members nominated to the Group. The first meeting of the group recognised the need for the review to ensure that the MNTB itself would be fit for purpose for any future activity, and the terms of reference were agreed as:

'to review at the scope and role of the MNTB and recommend the structure, content and promotion of seafarer training to meet industry needs into the future'.

3. Two working groups were set up, with chairs and representation agreed by the chair of the PRG along with the following terms of reference:

MNTB Structure Working Group - To review the MNTB and identify its future ‘footprint’, role, functions, structure, staffing and funding arrangements to enable it to meet industry-defined seafarer education and training needs.

MNTB Futures Working Group - To identify industry requirements for seafarer education and skills training for 2025 and how these will be achieved.

Membership of each of the groups was determined by the Main Board and PRG chair, and the membership lists and meeting dates are provided at **Appendix H**. A review website has been set up, so that there is a dedicated place for all review information, and all meeting notes etc are available on [www.mntbreview.org](http://www.mntbreview.org)

4. Early PRG discussions agreed following, to provide clarity to the review from the beginning:

* seafarers to be recognised in a broader sense than currently – i.e. covering other industry sectors
* seafarer training to provide for 'cradle to grave' skills development, including preparation for moving ashore
* STCW certification is a 'given' within training, and for industry needs and requirements to be included
* sponsored cadet programmes to remain
* phased cadet programmes to remain, spreading the load on cadet berth requirements, with some flexibility in achieving required sea time to be provided
* to make greater use of technology for training, skills development and assessment of competence

5. Along with the meetings of the above working groups, further input has been provided through the MNTB April annual programme review seminar and the UK Chamber of Shipping members event on board a DFDS ferry, at which the MNTB led a session entitled – ‘Is the seafarer of today fit for the industry of tomorrow?’. The July Ratings Summit organised by the MNTB has also fed into the review. Key points from these have helped to form the report recommendations and have been incorporated into the work strands and will provide appropriate reference points as each of the work activities are progressed. The reports from the April seminar and Chamber DFDS ferry event are available at **Appendices I and J** and are also on the website.

6. In addition to the recommendations and work strands, there are some key points to note from the extensive discussions that have taken place within the working groups and above review activities.

***MNTB Structures Working Group***

It was identified that the MNTB should have effective high-level engagement with industry leaders. This has commenced with the new MNTB chairman and MNTB Head holding a number of engagement meetings, to explain the MNTB review, ambition and seek feedback and buy-in, with a range of UK Chamber Supervisory Board members, the MCA, professional and industry bodies, including the Institute of Marine Engineering, Science and Technology (IMarEST), the Nautical Institute (NI), and the Honourable Company of Master Mariners (HCMM). It is important to note that the IMarEST, NI and HCMM have expressed interest in the concept of working together with the MNTB to ensure appropriate routes to Chartered Status for all seafarers – i.e. Chartered Master Mariner, Chartered Marine Engineer, Chartered Marine Technologist. Inclusion of the Marine Society and those companies that it is known are already providing some of these opportunities (RFA and BP) will help to progress the work at the earliest opportunity. Further meetings will be undertaken with industry bodies, including OPITO, OCIMF, SIGTTO and IMCA, and opportunities sought to identify specific training activities across the sector that could potentially be streamlined and overlap reduced – e.g. BOSIET and OPITO sea survival courses. Regular updates will also be provided to the UK Chamber Supervisory Board at its quarterly meetings to seek input and feedback on MNTB developments and keep members informed accordingly.

The proposed MNTB accreditation service may give rise to discussion about the nature of the MNTB - i.e. it is currently a voluntary body, and whether this needs to change into the future to become an entity in its own right, or for the MNTB to have a ‘trading arm’. Further discussions may be required about the funding of the MNTB, particularly for it to undertake the full range of functions and work identified through the Vision, Mission and Strategic Objectives.

***MNTB Futures Working Group***

It was identified that the availability and future development of Maritime Studies Qualifications (MSQs) and apprenticeship frameworks with Maritime Skills Alliance (MSA) partners should be included within programme development work as appropriate.

A need was identified for a range of business, management and preparation for command skills to be incorporated into seafarer training at all levels, as defined by the industry, and not confined to STCW requirements. This should include a ‘Bosun’s’ Course covering supervisory skills.

It was felt that specific STCW short courses – i.e. ECDIS, HELM, High Voltage, NAEST, security awareness and designated security duties, PSSR, should be integrated as fully as possible within initial officer cadet training (i.e. not as separate courses – although delivery content separately MCA approved) to provide effective holistic training delivery and remove unnecessary costs.

The potential for other relevant STCW short courses to be developed and made available to industry was identified – (not new criteria, but the courses themselves) in fully integrated packages relevant to the industry sectors they are seeking to serve. These could be developed by individual training organisations and approved/accredited by the MNTB or could be developed by the MNTB centrally and training organisations be approved/accredited by the MNTB for their delivery.

The need for greater flexibility in delivery timings and availability was identified for seafarer education and training courses, of whatever length (ie short courses or full seafarer education, training and development courses), regardless of academic terms and 9 – 5 delivery.

**Appendix A**

MNTB Vision, Mission and Strategic Goals

**MNTB vision -** To be the world leader in ensuring delivery of skilled seafarers to meet the needs of a diverse shipping industry.

**MNTB mission -** To provide industry leadership to ensure the appropriate courses and training are in place to deliver skilled seafarers to the Merchant Navy both now and in the future.

**Strategic Goals**

1. To develop and champion revised guidelines for professional seafaring certification to meet the needs of the industry

2. To grow an adequately funded MNTB to encompass training standards, skills development, accreditation (both in and outside the UK) and careers promotion

3. To work with recognised bodies to bring a diverse range of courses under one umbrella to streamline training and ensure its cost-effectiveness

4. To engage with senior leadership of shipping companies and the wider maritime sector to identify seafarer skills requirements and strategies

5. To co-ordinate the recruitment and training of entry level seafarers into the industry

6. To secure adequate funding streams for the MNTB from a variety of sources to finance all agreed activities

7. To bridge the gap between first and further certificates of competency and identify a means of continuous professional development and performance standards at sea and in making a move ashore

**Appendix B**

Ratings Summit, 1 July 2015 – Initial action planning points

The following action points were identified as a result of the workshops:

* introduce pragmatic and realistic pay scale levels to reflect crewmembers skills and experience
* establish a career progression structure based on a regulated and defined training schedule backed up by TRBs and within an identified training period e.g. two years
* review and adjust crewing manning rank structures to facilitate structured training and career development for trainees – focus on the difference between minimum safe manning level and defined operational crew complement
* develop proposals for the exemption of crew training cabins and spaces from tonnage tax levies and wider GT calculations in order to encourage building of additional accommodation without imposing additional through life costs
* establish acknowledgement from all sides of the industry that perceptions and attitudes will need to change and attitudes educated in order to introduce a modern and flexible working environment (e.g. demarcation practices)
* hold follow up ratings summit in Scotland
* define and introduce a training course in for on-board supervisors , e.g. Bosun (covering maritime supervisory skills) – review USA model
* produce a roadmap or funding guide clarifying funding streams that are available for the industry – including the smaller vessel owners and operators
* designate specialised training centres (Scotland/rest of UK) for rating training courses
* MNTB to provide a co-ordination role around berth availability
* co-ordination of industry sectors and a possible ‘pool’ of seafarers
* establish a working group looking at health and lifestyle of current seafarers
* re-define the term ‘rating’ – outdated terminology, suggested change to ‘operatives’ or similar
* re-establish the ratings task force to progress above action points

**Appendix C**

Draft project specification – to obtain Labour Market Intelligence and map seafarer education and training provision across the UK

**Purpose of the project**

The purpose of this project is two-fold:

i) to obtain Labour Market Intelligence (LMI) to define the numbers of senior maritime professionals needed in the industry over the coming period, including senior officers at sea and senior managers ashore within ship management and maritime business services:

ii) to identify the availability and volume (by means of take-up statistics) of seafarer education and training course provision across the UK covering:

* school –based provision: i.e. for 14-16 year olds
* FE-based provision: i.e. 16 plus year olds not covered by iii) and iv), below
* mandatory certification within Parts A and B of STCW requirements;
* training provision covering non-mandatory certification requirements;
* HE provision aimed at seafarers looking to/having made a move ashore to support their career development within the shipping industry in general terms- i.e. within ship management, maritime business services, maritime legal and insurance services; ports and harbours.

**Scope of the project**

The scope of the project will include seafarers defined by STCW through full and limited certification, covering the following sectors:

* deep sea shipping;
* short sea shipping;
* coastal shipping;
* offshore shipping, including emergency response and rescue vessels and wind farm vessels
* inland rivers and waterways;
* harbour towage;
* workboats;
* large commercial yachts.

**Project report**

The report will include LMI across the range of ship management and maritime business services job roles at middle and senior management levels and in terms of course provision will provide, as a minimum, a short description of each course, the target audience; the numbers undertaking the course in the current year and whether this is significantly different from previous years; where the course is available; course costs, awarding organisations.

**Project timescales**

To commence as soon as possible for completion within a 4 month period.

**Project management**

The project will be managed by a small steering group, made up of MNTB Board members and the secretariat, to have the oversight and provide a steer to the work as it commences, progresses and reports. It is expected that the steering group will meet at least two times during the life of the project, with ongoing contact with the MNTB secretariat throughout as required.

**Appendix D**

Draft deck questionnaire

Review of training for Deck Officers

You are invited to share your views on the theoretical education and practical training that Deck and Navigation Officers need to perform their duties effectively and safely.

Please use your own experiences of your expected skills and those of your fellow Officers to identify which elements of current training within the UK Merchant Navy need enhancing, and which elements can be downgraded.

The survey is split into two separate skills sets:

1. The ones required by Officer of the Watch, and
2. Those required by the Senior Managers on-board, as the skills sets for both sets of ranks of Officers may be different.

Your views will be combined with the views of your fellow seafarers, your company technical managers and the UK Regulator to ensure that the skills and training provided to current Officer trainees and Officers (during their subsequent professional examinations) are provided.

The survey is anonymous, but it would be useful for you to identify the following

1. Rank
2. Nationality
3. Years as Deck Officer
4. Main types of vessel on which you sail

**Survey for Deck Officer of the Watch**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element of knowledge | Enhance this training much more than now | Enhance this training more than now | Reduce this training | Reduce this training much more than now |
| **WN1 - Navigation at Operational Level** | | | | |
| Plan and conduct a passage and determine position |  |  |  |  |
| Terrestrial and coastal navigation |  |  |  |  |
| Electronic systems of position fixing and navigation |  |  |  |  |
| Echo sounders |  |  |  |  |
| Compass – magnetic and Gyro |  |  |  |  |
| Steering and control systems |  |  |  |  |
| Meteorology |  |  |  |  |
| **Comments on navigation:** | | | | |
| **WN2 - Maintain a safe navigational watch** | | | | |
| Watch keeping |  |  |  |  |
| **Comments on maintaining a safe navigational watch:** | | | | |
| **WN3 - Use of Radar and ARPA to maintain the safety of navigation** | | | | |
| Radar navigation |  |  |  |  |
| **Comments on use of Radar and ARPA to maintain the safety of navigation:** | | | | |
| **WN4 - Respond to emergencies** | | | | |
| Emergency procedures |  |  |  |  |
| **Comments on Respond to Emergencies:** | | | | |
| Element of knowledge | Enhance this training much more than now | Enhance this training more than now | Reduce this training | Reduce this training much more than now |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **WN5 - Respond to a distress signal at sea** | | | | | | | |
| Search and rescue |  | |  | |  | |  |
| **Comments on Respond to a distress signal at sea:** | | | | | | | |
| **WN6 - Use of English to communicate** | | | | | | | |
| Action to take when language difficulties arise |  | |  | |  | |  |
| **Comments on Use of English to communicate:** | | | | | | | |
| **WN7 - Transmit and receive information by visual signalling** | | | | | | | |
| Visual signalling |  | |  | |  | |  |
| **Comments on Transmit and receive information by visual signalling:** | | | | | | | |
| **WN8 - Manoeuvre the ship** | | | | | | | |
| Manoeuvring the vessel |  | |  | |  | |  |
| Anchoring and mooring |  | |  | |  | |  |
| Safe means of access |  | |  | |  | |  |
| **Comments on Manoeuvre the ship:** | | | | | | | |
| **WC - Cargo handling and stowage** | | | | | | | |
| Monitor the loading, stowage, securing and unloading of cargoes and their care during the voyage Cargo handling, stowage and securing |  | |  | |  | |  |
| **Comments on Cargo handling, stowage and securing:** | | | | | | | |
| Element of knowledge | Enhance this training much more than now | Enhance this training more than now | | Reduce this training | | Reduce this training much more than now | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WO - Controlling the operation of the ship and care for persons on board** | | | | |
| **WO1 – Ensure compliance with pollution-prevention requirements** | | | | |
| Prevention of pollution of the marine environment and anti-pollution procedures |  |  |  |  |
| **WO2 - Maintain seaworthiness of the ship** | | | | |
| Ship’s stability |  |  |  |  |
| Ship’s construction |  |  |  |  |
| **WO3 - Prevent, control and fight fires on board** | | | | |
| Fire fighting and fire appliances |  |  |  |  |
| **WO4 - Operate lifesaving appliances** | | | | |
| Life saving |  |  |  |  |
| **WO5 - Apply medical first aid** | | | | |
| Medical aid |  |  |  |  |
| **WO6 - Monitor compliance with legislative requirements** | | | | |
| Understand relevant marine law, codes and guidance notes |  |  |  |  |
| **Comments on Controlling the operation of the ship and care for persons on board:** | | | | |
| **WM - Management at Operational Level** | | | | |
| **WM1 - Understand the principles of personnel management** | | | | |
| The principles of personnel management planning work activities and setting objectives and priorities to ensure requirements are met |  |  |  |  |
| Types of conflict which may occur between people at work and action to take |  |  |  |  |
| **Comments on Management at Operational Level:** | | | | |

**Survey for Deck Officer – Management Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element of knowledge | Enhance this training much more than now | Enhance this training more than now | Reduce this training | Reduce this training much more than now |
| **MN - Navigation at the Management Level** | | | | |
| **MN1 – Plan a voyage and conduct navigation** | | | | |
| Planning and conducting navigation |  |  |  |  |
| **MN2 – Determine position and the accuracy of resultant position fix by any means** | | | | |
| Celestial navigation |  |  |  |  |
| Terrestrial and coastal navigation |  |  |  |  |
| Electronic systems of position fixing and navigation |  |  |  |  |
| **MN3 – Determine and allow for compass errors** | | | | |
| Magnetic and gyro compasses and their errors |  |  |  |  |
| **MN4 – Co-ordinate search and rescue operations** | | | | |
| Search and rescue operations |  |  |  |  |
| **MN5 – Establish watch-keeping arrangements and procedures** | | | | |
| Bridge resource management |  |  |  |  |
| **MN6 – Maintain safe navigation through the use of radar and ARPA and modern navigation systems to assist command decision making** | | | | |
| Navigational information availability and relative importance |  |  |  |  |
| **MN7 – Forecast weather and oceanographic conditions** | | | | |
| Weather systems and oceanographic conditions |  |  |  |  |
| **MN8 - Respond to navigational emergencies** | | | | |
| Planning for navigational and operational emergencies |  |  |  |  |
| **MN9 – Manoeuvre and handle the ship in all conditions** | | | | |
| Manoeuvre and handle the ship in all conditions |  |  |  |  |
| Element of knowledge | Enhance this training much more than now | Enhance this training more than now | Reduce this training | Reduce this training much more than now |
| **MN10 – Operate remote controls of propulsion plant and engineering systems and services** | | | | |
| Marine power plant |  |  |  |  |
| **Comments on navigation:** | | | | |
| **MC Cargo Handling and stowage at management level** | | | | |
| **MC1 – Plan and ensure safe loading, stowage, securing, care during the voyage and unloading** | | | | |
| Cargo handling and stowage |  |  |  |  |
| **Comments on cargo handling and stowage at management level:** | | | | |
| **MO – Controlling the operation of the ship and care for persons on board at management level** | | | | |
| **MO1 – Control trim, stability and stress** | | | | |
| Factors affecting trim, stability and stress |  |  |  |  |
| **MO2 – Monitor and control compliance with legislative requirements and measures to ensure safety of life at sea and the protection of the marine environment** | | | | |
| Responsibilities under International Maritime Law |  |  |  |  |
| **MO3 – Maintain safety and security of the ship’s crew and passengers and the operational condition of LSA, FFA and other safety systems** | | | | |
| Drills, maintenance and procedures |  |  |  |  |
| **MO4 – Develop emergency and damage control plans and handle emergency situations** | | | | |
| Emergency planning |  |  |  |  |
| Ship construction |  |  |  |  |
| Methods and aids for fire prevention, detection and extinction |  |  |  |  |
| Functions and use of LSA |  |  |  |  |
| Element of knowledge | Enhance this training much more than now | Enhance this training more than now | Reduce this training | Reduce this training much more than now |
| **MO5 – Organise and manage the crew** | | | | |
| Personnel and resource management |  |  |  |  |
| International  maritime conventions, recommendations and national legislation |  |  |  |  |
| **MO6 – Organise and manage the provision of medical care on board** | | | | |
| Medical care on board |  |  |  |  |
| **Comments on** **Controlling the operation of the ship and care for persons on board at management level:** | | | | |
| **ML - Law and Management** | | | | |
| **ML1 – Understand the principles and application of UK and International Law** | | | | |
| UK and International Legislation |  |  |  |  |
| **ML2 – Understand and apply commercial law** | | | | |
| UK and International Legislation |  |  |  |  |
| **Comments on Law and Management:** | | | | |
| **MM – Maintenance and materials at management level** | | | | |
| **MM1 – Maintain the vessel** | | | | |
| Properties and protection of materials |  |  |  |  |
| **MM2 – Dry-docking and survey preparation** | | | | |
| Survey preparation |  |  |  |  |
| **Comments on Maintenance and materials at management level:** | | | | |

**Appendix E**

Draft outcome based standard

**Training Standard for Seafarers at Management Level**

**in the Navigation (Deck) Department**

**Including Certification Requirements Covering STCW II/2 for Certification of Masters and Chief Mates on Ships of 3,000 Gross Tonnage or More**

**Occupation** Chief Mate

**Role profile** A Chief Mate on board vessels of 3,000 gross tonnage or more will undertake a range of duties covering voyage planning, navigation, watchkeeping, ship handling and manoeuvring, managing cargo operations and related cargo and vessel aspects, controlling the operation of the ship and its compliance with legislative requirements, maintaining the safety and security of all onboard – passengers and crew, maintaining the condition of life-saving and safety equipment and systems, planning for emergency situations and providing medical care.

**Knowledge and understanding**

Alongside the STCW competences, knowledge, understanding and proficiency, a Chief Mate will need to have knowledge of the following:

i) modern bridge control equipment, its uses and limitations

ii) bridge team/resource management, to include situational awareness

iii) how to manage multicultural crews, differing cultural characteristics and how they might impact on ship operations

iv) how to assess the capabilities of junior officers, provide mentoring support and determine training needs

v) performance management, team motivational techniques, coaching, appraisal and disciplinary systems and processes

vi) conflict management and how to deal with violence, aggression, verbal abuse and threats relating to either the crew and/or passengers

vii) current regulations, their interpretation, practical application and potential impact on ship operations, to include ISM, MLC, anti-bribery and corruption, ???, and ???

viii) fatigue management

ix) bullying and harassment issues and how to manage and eliminate them on board

x) etc etc

**Experience**

STCW requires officers seeking the II/2 Certificate of Competency to have served for a minimum period of 12 months. It is expected that, in order to fully carry out the role of Chief Mate, the officer will have a range of experience in managing and dealing with:

a) multicultural crews

b) Port State Control requirements and their possible effect on ship operations

c) mentoring ratings, junior officer and peers and developing a structured onboard training plan to support rating trainee and officer cadet learning and competence development

d) performance management issues

e) etc etc

**Competences**

A Chief Mate will need to be competent in the following, as defined by the National Occupational Standards:

i) Ensuring the stability and watertight integrity of a vessel

ii) Controlling the response to emergencies on board a vessel

iii) Providing medical services on board a vessel

iv) Planning and organising the maintenance of a vessel’s structure, fittings and equipment

v) Ensuring safe, legal and effective working practices on board a vessel

vi) Ensuring compliance with the commercial obligations of a vessel

vii) Planning a navigational voyage

viii) Controlling navigation and vessel handling

ix) Directing the response to navigation emergencies

x) Planning and directing vessel operations

**Training Delivery**

Training can be delivered by a variety of means including:

* attendance at a training centre – covering a period of no less than ???
* e-learning – to include a range of e-learning materials and techniques
* a mix of centre attendance and e-learning – covering a period of no less than ???

**Assessment Requirements**

In addition to the MCA oral examination, in order to assess the competence, knowledge and understanding of a Chief Mate, it is expected that the following arrangements will be put in place:

* Knowledge testing through the examination requirements of a relevant academic qualification (i.e. Hons degree, as approved by the MNTB) or MNTB-accredited training course covering the STCW Chief Mate/Master syllabus as identified by the MCA plus the knowledge and understanding covered in this training standard
* Knowledge testing through MCA-specified written examinations covering navigation, stability and structure
* Testing of practical navigational skills covering passage planning, ???, ??? and ??? through MNTB-specified computer-based simulated and/or simulator exercises

**Appendix F**

MNTB Accreditation documents

# W:\MNTB\GAFT.NT\Logos\NewMNTBlogo.jpg

# Merchant Navy Training Board

# Good Practice Guidelines,

# Training Course Accreditation Process and Criteria

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***March 2015***

**Introduction**

**The Merchant Navy Training Board (MNTB) will award accreditation of maritime training courses that, in its judgement, meet criteria that have been established by its Board**

This document sets out the MNTB criteria for course accreditation. The criteria reflect good practice in training course provision and require courses to demonstrate that they meet an identified need, have been effectively constructed and demonstrate exemplary standards in delivery, management and quality assurance. These criteria must be met to the satisfaction of MNTB before accreditation can be granted.

Companies providing training within the shipping industry may apply for MNTB accreditation of their courses. The benefits of MNTB accreditation to companies will be an increased profile and standing within the industry, an independent endorsement of its expertise, type and range of training provision, and acknowledgement that a course has met the good practice criteria set by the MNTB. It will also highlight a course as delivering effective training to meet a specified company/industry need.

Accreditation will be evidenced through permission to use the ‘MNTB accredited course’ logo on company literature and inclusion on the MNTB website of accredited training courses.

MNTB accreditation will not affect existing international and national quality assurance systems and processes – such as those identified by ISO, classification societies, insurance bodies, education and recognised industry bodies. Its aim is to provide a service to the industry in demonstrating that training provision is sound and quality assured.

**MNTB good practice guidelines**

Training courses that receive MNTB accreditation have demonstrated that the specified training course and training company/organisation meet its good practice guidelines, as set out below and as determined by the MNTB.

1. **The specified training course:**

1.1 meets a defined industry or company need;

1.2 specifies the aims, objectives and learning outcomes to be achieved and delivers them successfully;

1.3 defines any entry requirements for course participants;

1.4 provides a suitably structured programme of learning, using a range of learning styles, appropriate learning materials and appropriate equipment;

1.5 is delivered using appropriate delivery methods and within appropriate timescales, having cognisance of suitable training day timescales – i.e a training day must not be in excess of ten hours, including relevant breaks, and must not include more than eight contact hours;

1.6 is appropriately linked and/or mapped to at least one of the following:

* international/national standards as defined by a creditable body (e.g. ISO);
* identifiable industry standards (e.g. STCW);
* national occupational standards;
* defined training frameworks;
* industry course criteria (e.g. IMO Model courses, MNTB short course criteria);

1.7 where relevant, provides appropriate assessment processes, tools and moderation;

1.8 is delivered by competent trainers with defined industry and training expertise and assessed by competent assessors with likewise expertise where relevant.

**2 The training company/organisation has:**

2.1 a sound financial basis on which it can offer the course and ensure its completion for those attending;

2.2 relevant professional/industry body membership and/or national accreditation/auditing undertaken by a responsible body – e.g. ISO, a P&I association, a Classification Society, a flag state administration, EU recognition(through EMSA), or a government inspection body;

2.3 sufficient and appropriate human, physical, equipment and material resources, to the standards expected by the MNTB, to provide the training course(s) for which it is seeking MNTB recognition;

2.4 a recognised quality assurance system/quality standard covering training course provision where not covered by 2.2, above;

2.5 appropriate processes to ensure that those enrolling on its training courses meet stated entry requirements;

2.6 where relevant, suitable processes that provide appropriate, recognised and valid certification for successful course participants within its identified area of expertise;

2.7 where relevant, appropriate publication/information about its training courses, including, as a minimum, their availability (venue, dates, timings as relevant), length of course, content, structure, trainers/lecturers, assessment, certification and course costs;

2.8 a suitable system to maintain relevant records of courses delivered, attendees and assessment outcomes;

2.9 a defined complaints process which is provided to all course participants prior to course attendance;

2.10 monitoring and reviewing processes in place to ensure the training course is up-to-date and continues to meet industry/company needs, along with self-evaluation of its provision and processes to ensure continuous improvement can be and is undertaken;

2.11 processes in place to inform the MNTB of relevant changes to any of the above points.

**MNTB Course Accreditation Application Process and Costs**

Companies wishing to have their training course(s) accredited by the MNTB as meeting its good practice guidelines should submit an application in hard copy and electronically to:

Glenys Jackson

Head of MNTB

Merchant Navy Training Board

30 Park Street

London SE1 9EQ

[glenys.jackson@mntb.org.uk](mailto:glenys.jackson@mntb.org.uk)

Application for course accreditation will be made to the MNTB, using the application proforma and criteria for accreditation. Each application must be made by email and in writing, to include one signed paper copy of the proforma and electronic or paper versions of all supporting documentation, as identified within the criteria, plus a non-refundable registration fee of £250.

The registration fee will enable the application to be logged and an initial assessment made as to the validity and suitability of the provision for progression to assessment. At this stage the application may be rejected where it is evident that suitable information has not been provided for it to progress to full assessment, in which case the documentation will be returned with detail of why it has been rejected. NB – this will be where it is clear that various criteria have not been met or would not stand up to relevant scrutiny, rather than a minor issue such as missing/incomplete evidence and/or documentation.

Where an application is recognised as suitable to continue to full assessment, the applicant will be notified and invoiced for the full accreditation fee plus any further costs for a site/course visit/course review - should this be deemed necessary in order to effectively assess the course for accreditation. The MNTB will proceed with the full assessment for accreditation only on receipt of the invoiced fees.

It is recognised that courses developed to meet a specific industry need may be adapted to provide bespoke solutions for individual companies. It is also possible for an application to be made for multiple different courses, where certain organisational information and processes would be the same, i.e. with regard to Criteria 7, 11, 14, 15 and 16. In either of these instances where such applications are to be made, the company should contact the MNTB beforehand to agree the fee structure and to obtain the relevant proforma.

**Scale of costs**

To be determined

**Course accreditation decision**

The MNTB will make its decision as follows:

i) **Full accreditation** and agreement to use the MNTB name and logo on the relevant course/related publicity materials for a period of no more than 3 years;

ii) **Conditional accreditation**, whereby a modification or addition to the course and/or its documentation/confirmation of some issue/clarification/further information is required. Full recognition to use the MNTB name and logo on relevant the course/related publicity materials for a period on no more than 3 years will be dependent on a satisfactory response;

iii) **Refusal of recognition**, where the MNTB believes that specific criteria are not met. The submitting provider will be given details of the perceived shortcomings. Such a course may be resubmitted at a later date where new evidence to support the criteria is provided. This will take the form of a new submission, along with the above associated costs.

**Ongoing accreditation**

During the three year period of accreditation the company is required to inform the MNTB of all minor and major changes/amendments to the course that would affect any of the accreditation criteria, as identified in Criterion 16 of the application proforma. This will incur a charge of £100 to cover administrative costs. Where the changes/amends meet specified criteria in their own right then this will not affect accreditation. However, should the changes/amends mean that any criterion would not be met then accreditation will be withdrawn, the course will be removed from the MNTB website list, and the MNTB name and logo must be removed from all course information/materials etc.

On completion of the three year period of accreditation the company can re-apply for continuing accreditation. Where there has been little or no change against any of the criteria a continuing accreditation fee will be charged. Where the course has undergone more significant change and needs to be re-assessed a higher continuing accreditation fee will be charged. The decision to charge the higher fee will be based on the nature and extent of the changes and the number of criteria that need to be reassessed. Continuing accreditation and fee details will be confirmed and agreed with the company prior to any costs being incurred.

The MNTB reserves the right to charge any reasonable and agreed additional costs it identifies in advance related to ongoing accreditation.

**MNTB course accreditation is not connected in any way with international or national regulatory certification and cannot be used to claim certification of any type from any organisation/body.**

**All documentation and materials will be completely confidential to the MNTB and its appointed reviewers.**

**MNTB Course accreditation criteria**

**Criterion 1 – Meeting industry/employer needs**

This criterion requires evidence of industry and/or company need for the training course.

**Criterion 2 – Training course aims, objectives and learning outcomes**

This criterion requires details of the aims, objectives and learning outcomes for the course.

**Criterion 3 – Training course entry requirements**

This criterion requires evidence of the academic/ occupational/other entry requirements for course participants and your processes for ensuring participants meet them. NB – some courses will not have entry requirements, which is perfectly acceptable depending on the type and nature of the course.

**Criterion 4 – Training course structure and timescales**

This criterion requires detail of the structure of the course, including the timescales over which it is planned, a breakdown of session timings, and the ratio of trainers to participants.

**Criterion 5 – Training course delivery methods and learning styles**

This criterion requires detail of the course delivery methods and learning styles that your course is designed to cater for.

**Criterion 6 – Internationally/nationally recognised standards, frameworks, criteria**

This criterion requires evidence of the internationally/nationally recognised industry or occupational standards, training frameworks and/or course criteria that your course links to.

**Criterion 7 – Professional/industry body membership/accreditation**

This criterion requires evidence of any professional/industry body membership/accreditation that the company/organisation has and any relevant detail of how it relates to the training course.

**Criterion 8 – Assessment processes and tools**

This criterion requires detail of the processes used to assess achievement of the course, where specific standards need to be achieved. It must include copies of the assessment tools that will be utilised and their appropriateness for the purpose.

**Criterion 9 – Management and administration of the course and course resource requirements**

This criterion requires detail of how the course will be managed, administered, and those involved, along with the resources that will be used to deliver the training course. It must include physical and equipment resources and copies of all material resources used in the course.

**Criterion 10 – Trainer and assessor competence**

This criterion requires detail of the trainers that will deliver the training course and any assessors involved in assessment. Evidence is required of their qualifications, industry and training/assessor expertise. Include copies of qualification certificates and references covering specific expertise, as utilised in the course, where identified in academic/ consultant/ trainer/ assessor profiles. NB – it is required that trainers will have teacher/lecturer/train the trainer/coaching expertise.

**Criterion 11 – Quality assurance**

This criterion requires evidence of the recognised, or suitable equivalent internal, quality assurance system(s) in place within the company/organisation that relate to this training course. Include detail of course monitoring and reviewing, self-evaluation and continuous professional development processes that are in place to ensure the training course is current, up-to-date and continues to meet industry/company needs.

**Criterion 12 – Certification**

This criterion requires detail of any certification and its validity that will be provided to those achieving the course outcomes.

**Criterion 13 – Training course publicity/information provision**

This criterion requires details and examples of any publicity/information available about the training course.

**Criterion 14 – Records**

This criterion requires evidence of the course record-keeping processes, including details of secure storage and how you are meeting data protection requirements, along with the type of information recorded, its purpose and any links to your quality procedures.

**Criterion 15 – Complaints process**

This criterion requires detail of the complaints process and how this is communicated to course participants.

**Criterion 16 – Course revisions/changes**

This criterion requires detail of the process to inform the MNTB of major course revisions and minor changes to any of the above criteria.

**To make an application, please use the MNTB Course Accreditation Application Form, which provides full information on the above criterion and the evidence that will be required to meet each criterion.**

**Appendix: About the MNTB**

The MNTB is the UK shipping industry’s central body for developing and promoting sector specific education, training and skills. Its role in setting training frameworks for new entrant officer and rating trainees and course criteria for STCW regulatory requirements places it in a unique position to oversee the training of future generations of high quality British seafarers, who are respected worldwide for their professionalism and skills.

The MNTB is a voluntary body and a part of the UK Chamber of Shipping, the trade association for the UK shipping industry.  The work of the MNTB is overseen by a Board made up of representatives of shipping companies, seafarer unions, maritime education and training, and the Maritime and Coastguard Agency (MCA). The Department for Transport and the Maritime Skills Alliance are also represented on the Board.

A key role of the MNTB is to bring together these industry partners to agree the system and processes for new entrant seafarer education and training to meet regulatory and industry needs for a well-qualified and certificated workforce. It also encompasses the availability and quality of updating and ongoing training for those serving at sea and for those moving ashore into ship management and related activities.

# Appendix G

# W:\MNTB\GAFT.NT\Logos\NewMNTBlogo.jpg

# Merchant Navy Training Board

# Training Course Accreditation Application Form

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***March 2015***

**Submitting training company/organisation details**

**Name of training company/organisation:**

**Address:**

**Contact name for the submission and**

**position in the company/organisation:**

**Email address of the above:**

**Phone number(s) for the above:**

**Signature of contact person:**

**Date:**

**Detail of training course being submitted for accreditation**

**Course title:**

**Course type – i.e. classroom based; e-learning; mix of classroom and e-learning:**

**Course Accreditation Criteria**

The following accreditation criteria have been defined based on the MNTB Good Practice Guidelines.

If providing supporting information with your application, this should be referenced to the relevant accreditation criterion, with precise details of the documentation and page number(s) to which it refers. It is not the case that all criteria or all aspects of a criterion must be met, as some may not be relevant to a specific course. Where a criterion or any aspect of a criterion is not applicable however, this should be stated, with an explanation of why this is the case.

**MNTB course accreditation is not connected in any way with international or national regulatory certification and cannot be used to claim certification of any type from any organisation/body.**

**All documentation and materials will be completely confidential to the MNTB and its appointed reviewers.**

**Criterion 1 – Meeting industry/employer needs**

This criterion requires evidence of industry and/or company need for the training course, for example this need could be related to regulatory/industry factors or requirements for alternative delivery methods. This could include:

* industry research;
* survey results;
* informal identification with industry personnel/organisations.

***To fully*** meet this criterion it is expected that evidence-based information and detail will be provided, identifying the need for the training and, where relevant, the anticipated size of the market/target audience.

**Criterion 2 – Training course aims, objectives and learning outcomes**

This criterion requires details of the aims, objectives and learning outcomes for the course (in whatever way you have chosen to define them) and how they support the identified need in   
Criterion 1.

***To fully*** meet this criterion it is expected that a written statement of your course aims, objectives and learning outcomes will be provided, along with evidence-based detail as indicated by published/printed course materials, on the company website etc. You must also identify whether your course supports the development of:

1. skills – and/or
2. knowledge – and/or
3. attitudes

**Criterion 3 – Training course entry requirements**

This criterion requires evidence of the academic/ occupational/other entry requirements for course participants and your processes for ensuring participants meet them. NB – some courses will not have entry requirements, which is perfectly acceptable depending on the type and nature of the course.

To fully meet this criterion it is expected that detail of the following entry requirements are provided, where relevant:

1. academic;
2. occupational;
3. physical;
4. other

Where there are no entry requirements, you should confirm that this is appropriate to the course aims and objectives and that the delivery methods used within the course are likely to be effective for attendees.

**Criterion 4 – Training course structure and timescales**

This criterion requires detail of the structure of the course, NB - a training day must not be in excess of ten hours, including relevant breaks, and must not include more than eight contact hours.

To fully meet this criterion it is expected that the following information is provided:

1. overall number of days/hours and general course structure, including confirmation of the length of the training day;
2. timescales for each session and details of breaks throughout;
3. ratio of trainers to participants;
4. any course work required/to be undertaken outside of course attendance.

**Criterion 5 – Training course delivery methods and learning styles**

This criterion requires detail of the course delivery methods and learning styles that your course is designed to cater for.

To fully meet this criterion it is expected that the following information is provided:

1. delivery methods used throughout the course – including trainer presentation, plenary discussions, workshops, exercises, e-learning etc;
2. learning styles catered for – citing the specific model(s) used – e.g Kolb, Honey and Mumford, Fleming’s Vark (Vak) model, NLP, cognitive; other
3. explanation of how the delivery methods meet learner needs through the use of the above learning styles.

**Criterion 6 – Internationally/nationally recognised standards, frameworks, criteria**

This criterion requires evidence of the internationally/nationally recognised industry or occupational standards, training frameworks and/or specified criteria that your course links to. If there is no such link, please provide your rationale and explain the basis on which the course content has been devised.

To fully meet this criterion it is expected that you provide:

1. the title of the standards, training frameworks and or course criteria that your course links to;
2. mapping of course content to the identified standards and/or information that demonstrates the extent to which the course meets the identified standards/frameworks/criteria. This should be sufficiently detailed and clear to enable claims to be verified.
3. contact details or a web address whereby the standards or training framework that your course is mapped against, so that this can be obtained if necessary.
4. the rationale and basis for course content in cases where your course does not link to recognised industry standards, training frameworks and /or specified criteria.

**Criterion 7 – Professional/industry body membership/accreditation**

This criterion requires evidence of any professional/industry body membership/accreditation that the company/organisation has and any relevant detail of how it relates to the training course.

To fully meet this criterion it is expected that evidence is provided of:

1. company/organisation professional/industry body membership;
2. detail of how the above membership relates to relevant aspects of the training course.

**Criterion 8 – Assessment processes and tools**

This criterion requires detail of the processes used to assess the extent to which course outcomes have been met.

To fully meet this criterion it is expected that information is provided about:

1. the assessment types (formative and/or summative) and tools that will be utilised, including the types of assessment used to measure the standard where a specific level must be achieved for a successful outcome to the course - e.g. oral and written tests, skills based, participatory etc, along with relevant copies of each;
2. the appropriateness of the above assessment types for the purpose;

NB – some courses will not have assessed outcomes, which is perfectly acceptable depending on the type and nature of the course. Where there is no requirement for formal assessment, detail must be provided about registration and attendance. Formative assessment processes should still be included in these cases, so that an understanding can be gained of how delivery is adjusted to ensure participants achieve maximum benefit.

**Criterion 9 – Management and administration of the course and course resource requirements**

This criterion requires detail of how the course will be managed and administered. It also requires information on those involved, along with the resources that will be used to deliver the training course. Information addressing this criterion must include physical and equipment resources and copies of all material resources used in the course.

To fully meet this criterion it is expected that the following information is provided:

1. the named person/people with responsibility for managing and administering the course;
2. the specific responsibilities of each person;
3. the physical resource requirements and how these will be met (photographic evidence is acceptable);
4. the equipment resource requirements and how these will be met;
5. copies of all course materials.

**Criterion 10 – Trainer and assessor competence**

This criterion requires detail of the trainers that will deliver the training course and any assessors involved in assessment. Evidence is required of their qualifications, industry and training/assessor expertise. This should also cover any sub-contracted trainers. Include copies of qualification certificates and references covering specific expertise, as utilised in the course, where identified in academic/consultant/trainer/assessor profiles. NB – it is required that trainers have teacher/lecturer/train the trainer/coaching expertise.

To fully meet this criterion it is expected that:

1. all trainers/assessors involved in course delivery are identified, along with a relevant CV for each;
2. copies of qualifications/references are provided for each trainer, identifying their specific expertise as required/utilised for course delivery/assessment;

**Criterion 11 – Quality assurance**

This criterion requires evidence of the recognised, or suitable equivalent internal, quality assurance system(s) in place within the company/organisation that relate to this training course. Include detail of course monitoring and reviewing, self-evaluation and continuous professional development processes that are in place to ensure the training course is current, up-to-date and continues to meet industry/company needs. You should also include the processes used to deal with contingency situations, such as sessions needing to be cancelled at short notice etc.

To fully meet this criterion it is expected that information is provided about how you plan to quality assure the course, along with relevant evidence of;

1. extent and frequency of course reviews, standardisation / moderation and evaluation activities;
2. trainer self evaluation and continuous professional development processes.
3. processes in place to deal with contingency situations.

**Criterion 12 – Certification**

This criterion requires detail of any certification and its validity that will be provided to those achieving the course outcomes.

To fully meet this criterion it is expected that, where certification of any type is an outcome of the course, a copy is provided that identifies relevant course details, the nature of the certificate, and any expiry date where relevant.

**Criterion 13 – Training course publicity/information provision**

This criterion requires details and examples of any publicity/information available about the training course. Where you do not have such information, please provide your rationale.

To fully meet this criterion it is expected that relevant publicity/information/mock-up of marketing materials is provided, covering:

1. course availability (venue, dates, timings – as relevant);
2. length of course;
3. course objectives and outcomes, outline content and structure;
4. expertise of trainers;
5. assessment;
6. certification;
7. course costs;
8. your rationale for the non-requirement for any of the above information.

**Criterion 14 – Records**

This criterion requires evidence of the course record-keeping processes, including details of secure storage and how you are meeting data protection requirements, along with the type of information recorded, its purpose and any links to your quality procedures.

To fully meet this criterion it is expected that information about the record-keeping processes is provided, covering, as required:

1. the type of information recorded;
2. the purposes of storing it;
3. storage of paper-based records;
4. storage of electronic records;
5. data protection issues and requirements;
6. relevant links to identified quality assurance procedures.

**Criterion 15 – Complaints process**

This criterion requires detail of the complaints process and how this is communicated to course participants.

To fully meet this criterion it is expected that information and evidence (where available) is provided about:

1. the complaints process;
2. how the process is communicated to course participants;
3. relevant links to identified quality assurance procedures;

**Criterion 16 – Course revisions/changes**

This criterion requires detail of the process to inform the MNTB of major course revisions and minor changes to any of the above criteria.

To fully meet this criterion it is expected that information will be provided on the processes to inform the MNTB about:

1. major revisions covering changes to;

* course aims and objectives
* amends to, additions or deletions of topics
* amends to, additions or deletions of delivery methods
* timing changes that impact on specific topics and/or the overall duration of the course
* the appointment of new trainers to the course;

1. minor changes to;

* course timings that do not impact on topic coverage
* materials and to marketing literature or trainer notes.

**MNTB course accreditation is not connected in any way with international or national regulatory certification and cannot be used to claim certification of any type from any organisation/body.**

**All documentation and materials will be completely confidential to the MNTB and its appointed reviewers.**

**Please sign to confirm the following**

**I confirm that ...................................................(company name)** has a sound financial basis to offer and provide the above course and to ensure its completion for those attending, along with relevant indemnity/professional liability insurance, as appropriate.

**Signature ............................................................. Date .....................................**

Appendix H

Policy Review Group and working group membership and terms of reference

Policy Review Group

**Membership:**

|  |  |
| --- | --- |
| Nigel Palmer | Chair |
| Allan Graveson | Nautilus International |
| Mark Carden | RMT |
| Chris Thomas | Maritime and Coastguard Agency |
| Gemma Griffin | DFDS |
| Kevin Slade | MNTB chairman |
| Andy Hair | Warsash Maritime Academy |
| Paul Little | City of Glasgow College |
| Glenys Jackson | MNTB secretariat |
| Donna Stevens | MNTB secretariat |

**Meetings held:** 13 January, 10 April, 27 May, 3 July 2015

MNTB structures working group

**Membership:**

|  |  |
| --- | --- |
| Kevin Slade | chair |
| Guy Platten | UK Chamber of Shipping |
| John Garner | UK Chamber of Shipping |
| Tony Dumbell | IAMI chair |
| Nigel Palmer | Policy Review Group chair |
| Allan Graveson | Nautilus International |
| Mark Carden | RMT |
| Roger Towner | Maritime and Coastguard Agency |
| Glenys Jackson | MNTB secretariat |
| Donna Stevens | MNTB secretariat |

**Terms of reference:**

To review the MNTB and identify its future ‘footprint’, role, functions, structure, staffing and funding arrangements to enable it to meet industry-defined seafarer education and training needs

**Meetings held:** 31 March, 28 April, 3 July 2015

Futures working group

**Membership:**

|  |  |
| --- | --- |
| Paul Little | chair |
| Kevin Slade |  |
| John Bazley, Warsash Maritime Academy | IAMI cadet training representative |
| Gary Hindmarch, South Tyneside College | IAMI ongoing certification training representative |
| Steve Watkins, North West Kent College | IAMI rating apprenticeship training representative |
| David Appleton, Nautilus International |  |
| Mark Carden, RMT |  |
| Colin McMurray, Clyde Marine Training | Company involved in seafarer training |
| Richard Graham, RFA | Company involved in seafarer training (co-chair) |
| Mark Fortnum, BP Shipping | Company involved in seafarer training |
| Iain Mackinnon, Maritime Skills Alliance |  |
| Roger Towner | Maritime and Coastguard Agency |
| Glenys Jackson | MNTB secretariat |
| Donna Stevens | MNTB secretariat |

**Terms of reference:**

To identify industry requirements for seafarer education and skills training for 2025 and how these will be achieved

**Meetings held:** 25 March, 30 April, 10 June 2015

**Appendix I**

## MNTB training and review seminar

Thursday 23 April 2015 – meeting notes

MCA Update

* STCW amendments are expected to come into force on 9 June 2015
* Funding update
* More than 70% of cadets have less than 13 months sea time when applying for OOW CoCs
* MCA intend to continue with oral examinations as final check on competence. The MCA SQA examinations will also remain as an end of course final test, set independently from the colleges. In future those on FD programmes will do the written examinations at Chief Mate certificate level.

Discussion points included

* is the review of seafarer education and training flexible enough to anticipate any changes in STCW?
* MNTB assistance in helping companies co-ordinating recruitment in the future, particular with regard to ratings
* the use of different types of technology for learning and how it could be assessed
* putting the right person on the right course, potential cadets should choose the right course in conjunction with their company
* should there be a differentiation of SMarT funding for different courses and change the way funding is distributed
* those finishing training with an HNC only are disadvantaged because companies will not offer junior officer positions nor fund the HND part of the Chief Mate course

Key points to take forward

* look at wider industry
* ensure that the right candidates are on the most appropriate courses
* what do we need to do to ensure that at the end of 3 years competent seafarers are being generated
* consider use of simulators to give people extensive experience, ie, on collision issues.
* ratings issues to be taken forward at the Ratings Summit on 1 July.

Feedback (deck workshop)

* application of practical skills is crucial
* mentoring skills of on board personnel (time available)
* enhance sea/college links
* programme format – assessment before sea (get to sea early)
* industry awareness – career progression
* careers information
* instil safety awareness/skills
* leadership skills/self-reliance (responsibility)
* manage expectations of new seafarer
* simulation within programme

Feedback (cadet workshop)

* there should be a common sense approach to entry requirements and open discussion between company, college and cadet about what programme is suitable for them. Cost should not force companies to put people on a particular course just because it is cheaper.
* structure is needed to relate what is taught at college to how it is practiced at sea. Celestial navigation left to ships to teach and most officers can't do it. Felt that the engineer HND at Warsash is too compressed and students are being forced to learn the course too quickly. It was asked why 150 weeks was relevant, and that the course should take the time it needs
* deck cadets felt they were being taught to pass exams rather than given the relevant information to apply to the job at sea. It would be good to try and standardise quality and way of lecturing between colleges.
* every deck exam is a written exam, assessment or course work. More practical application of exams would benefit those who do not deal with written exams well.
* short courses were enjoyed but should be fitted in better within the structure and be more aligned with sea time.
* in the deck programmes would it be possible to have shorter sea phase at the beginning of training and then longer phase at college, which would give more practical training and the benefit of being at sea before final orals prep. Engineer cadets like the current structure.
* deck felt that 12 months sea time to be an absolute minimum, and would ideally like to see 12-14 months. Engineer thought that their sea time requirement was adequate, but all felt more time on board would be beneficial.
* all agreed MCA oral is necessary, to confirm knowledge and provide testing under pressure. However, some deck coursework could be examined by simulator.
* the TRB required a complete overhaul and it was felt not fit for purpose especially tasks being more relevant to on board training. Further guidance is required and information on how to complete workbook.

Feedback (engineer workshop)

* IAMI sub group working to review HNC/D programmes.
* More systems engineering, less academics in HNC
* integrate HV and HELM across the programmes
* ensure that subjects are delivered at relevant stages
* more standardisation of phases across colleges
* lack of practical training ashore, before going to sea, ie stripping down machinery
* 2 month block for inclusion of bespoke requirements
* generation Z cadets and generation X seafarers

Summary and action points:

* course entry: college, company and student should be determining what course a student should be on
* phasing – consistency between colleges, the possibility of more theoretical knowledge being delivered at sea
* increased mentor training
* TRB was reviewed and revised 2 years ago with industry input and should be looked at again

**Appendix J**

Is the seafarer of today fit for the industry of tomorrow?

1. As a part of the work that the MNTB is undertaking to review seafarer education and training – called ‘Training 2025’, a seminar for Chamber member companies onboard the DFDS ferry Dover Seaways considered the question ‘Is the seafarer of today fit for the industry of tomorrow? A number of questions were posed to attendees in small workshop sessions:

* What work do seafarers currently carry out on board that isn’t in STCW? Which seafarers are they and what skills do they need that they don’t have? How are those skills developed?
* What skills training and professional development do you provide to your seafarers and how do you provide it? To which seafarers and what do you feel is the most effective way of providing the training?
* What seafarer training do you invest in, for which seafarers and do you think that any of this could be provided national/within a national stystem?
* With regard to the seafarer training that you currently provide/require, could any of it be delivered more effectively, within different timescales and/or any of it be integrated into statutory training – please provide appropriate detail?
* Is any of the required seafarer training that is provided unnecessary or superfluous?

2. Invariably, questions and responses overlapped, and the following is a summary of the overall responses from the different groups.

* Business and resource management – such matters as how to manage a budget, and lead a business.  There was some scepticism that HELM was sufficient in relation to leadership of a business, and one participant dismissed it as a tick-box exercise.  Observations included the notion of treating each ship as a stand-alone business, to be managed by the Master; and how chief engineers on cruise ships in particular were, in effect, running their own business.
* People management – and, in particular, performance management, team motivational techniques, coacjing skills, appraisals and ongoing HR: there were several references to cases of poor performance being left unaddressed throughout an individual’s tour on the ship, and the shoreside HR then being told that the ship didn’t want the particular individual back at the end of his/her leave.
* Conflict management – how to deal with truculent passengers (the existing crowd control training was thought to be not relevant) and, as an extension of the people management point, how to deal with conflicts within crews.
* Preparation for command and chief engineer (i.e. senior management team positions) with value added courses covering ISM, related regulations and their interpretation and practical application, to fully cover the MCA orals syllabuses and exams
* Catering specialisations and the skills required of the catering and onboard services staff, which is of important commercial value to passenger ferry and cruise companies.

3. It was felt that the MCA-stipulated length of some courses bore no obvious relationship to the amount of their subject matter.  Everyone agreed that the length of courses should be determined by the amount of subject matter to be mastered, not by an arbitrary number of tuition hours stipulated by the MCA.

4. Various concerns were also raised about the danger of laying too much responsibility on individual seafarers to find and pursue courses above and beyond STCW, about the cost of such courses (particularly where the seafarer was self-funding his/her training), and about where seafarers should go for such training.

5. Further specific training requirements included:

* Operating a Safety Management System
* Bridge team management/bridge resource management
* Fatigue management
* Entry into enclosed spaces
* HELM - many companies go beyond STCW
* Situational sensitivity, general awareness training
* Disciplinary procedures
* Cultural awareness and management (particularly important on ships with multinational crews)
* Dignity at work and elimination of bullying and harassment
* Mental health awareness training as part of medical training
* Business processes (appraisals, etc)
* Anti-bribery and corruption (important for crews of ships operating in parts of the world where corruption is endemic)
* Customer relations selling, customer behaviour, motivational training
* Dealing with violence, aggression, verbal abuse and threats (for staff on passenger ships)
* Health and safety topics including alcohol misuse, drug abuse, smoking policies, HIV/AIDS, Hepatitis

6. Some members commented that STCW was not written or expressed in clear terms and that the production of a matrix from which each individual’s training needs could be deduced would be useful.

7. There was some discussion on course delivery and a feeling that the maritime sector would benefit from more innovation in terms of how training can be provided.  The industry could benefit from greater use of e-learning.  It should also be prepared to consider best practices in other sectors.

8. The rate of technology re-fresh was felt to be considerable and training did not keep pace, so might there be a place for recognition of continuous professional development, through chartered status for instance. The development and use of ‘virtual’ classrooms with a group facilitator, where all participants could see and engage with each other, from their own locations and at times to suit them could be of value

9. It was felt that there was a skills gap particularly for technical officers not helped as training is not keeping pace with technology.  Constantly looking to the younger officers to master the new technologies and to help the older ones.  So promoting from within to fill the gap but also relying on the market place to provide trained individuals.  One company carries extra ranks on board – these are the trainees – the creation of this extra step is helping meet this skills shortage.

10. There was general agreement that an earlier induction into shipping at GCSE level would encourage techie minded young people to join shipping and again helpfully close the skills gap this way.  Shipping is still seen as a backward and dirty trade. It was also felt that those entering the industry were unclear as to their options, career paths and career development and progression routes.

11. It was felt that older masters and officers do not appreciate the skill sets of newly qualified officers and are quick to say they are not fit for purpose when in fact they are, but they just do what they do in a different way and so are not understood. .

12. The cadet syllabus still included ancient topics which were redundant: such as the splicing of wires, when the use of such wires would be prohibited in the absence of any facilities for first testing their strength.  There was an inconclusive discussion about training cadets in navigation during a complete failure of the electronic systems on which they otherwise constantly rely.  As regards engineer training, it was observed that on Danish ships most engineers took additional electricians’ courses, as their engineer training was too mechanical in focus to equip them for resolving the electric faults that they usually encountered.

13. These points will all be fed in to the MNTB Training 2025 review for consideration.