



## **EUROPEAN UNION PROGRAMME**

Explaining what it is and vision behind

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## WHY EUROPEAN SUPPORT?

### **ERASMUS+ Funds**

EUROPEAN UNION enables small and medium enterprises to develop further with their funds under EU funding programmes such as ERASMUS+ and HORIZON2020 etc. These funds are fully funded (100 percent) and there is no expectation from beneficiary to contribute to overall budget.

The funds under ERASMUS + projects are maximum 120.000, 250.000 EUROS for 12 months length projects. If the project duration is 24 months, then it reaches up to 400.000 EUROS. During the project implementation stage, there will be partner meetings, seminars and conferences to be conducted. Majority of the calls were on January, February and March 2019. There are two more calls that the project can be submitted I placed the deadlines as in the photo below.

You will also be able to find more information about ERASMUS + and its calls on EU website [https://eacea.ec.europa.eu/erasmus-plus/funding\\_en](https://eacea.ec.europa.eu/erasmus-plus/funding_en)

### **HORIZON 2020**

Horizon 2020 calls are for larger funds available across EU. This calls usually are for those who has experience in EU's small scale programmes such as ERASMUS+.

*“Horizon 2020 is the biggest EU Research and Innovation programme ever with nearly €80 billion of funding available over 7 years (2014 to 2020) – in addition to the private investment that this money will attract. It promises more breakthroughs, discoveries and world-firsts by taking great ideas from the lab to the market.”*

More information can be found in EU HORIZON2020 website:  
<https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020>

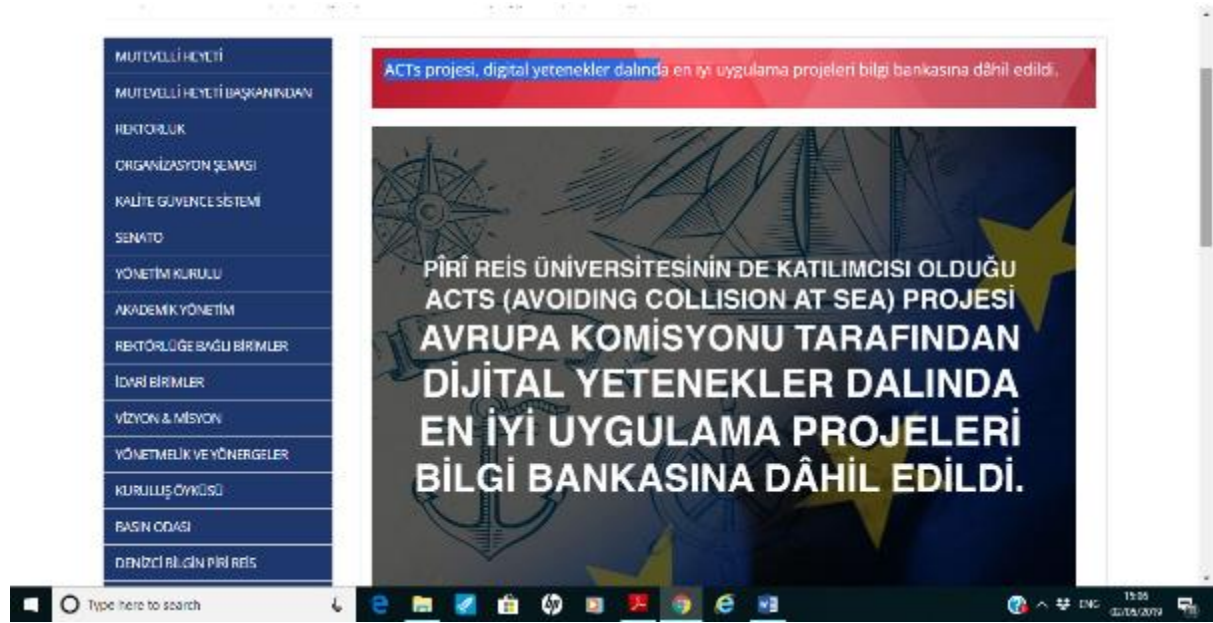
## NETWORKING

These EU funded projects will automatically enhance the network immensely while each EU partners are expert in their field and has great network links that would surely aid strategic agenda. Every project has outputs of several articles, research papers published in respected magazines in EU and worldwide besides each project has a number of seminars and conferences that we will be able to promote excessively. By involving in EU projects, directly promotes itself and its products to maritime industry.

Additional benefits of involving in EU projects are huge for any organisations. It helps to develop your staff enabling them to work with EU partners as well as reducing your organisations staff costs. EU does not expect a return from these funds and therefore each project is potential product if it is managed by right people, team and organisation.

## OUR EU FUNDED PROJECTS

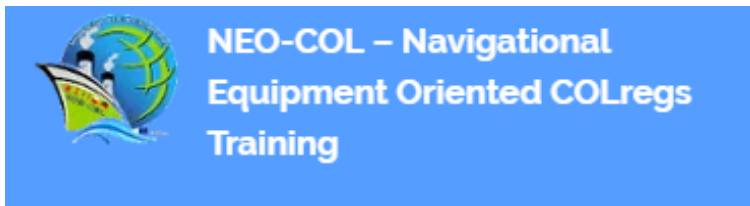
There are number of projects that Mr. Ugurcan Acar personally written in the last 15 years. Especially, [www.ecolregs.com](http://www.ecolregs.com) have received funding twice and was rated 9.1 out of 10 by European Union upon its completion and are being used by thousands of seafarers across the World where Piri Reis University was partner. Please follow to read the news of PIRI REIS UNIVERSITY which was the partner in the project: <https://www.pirireis.edu.tr/acts-projesi-digital-yetenekler-dalinda-en-iyi-uygulama-projeleri-bilgi-bankasina-dahil-edildi>



## **NEO-COL – Navigation Oriented Colregs Training**

**Budget – around 300.000 EURO**

**Years – 2017-2019**



A huge number of training materials on International Regulations for Preventing Collisions at Sea (ColRegs) are currently available to teach/learn the theory of the rules. Yet, the constant high number of maritime accidents proves that there is a significant difference between what is taught at colleges and academies and what is actually implemented at sea at real situations by officers on watch.

Today's technologies have changed the way in which ships operate, and there is a need to ensure the best use is made of them. For instance, by the introduction of enhanced integrated navigation systems and equipment such as ARPA and ECDIS etc., the decision-making process in terms of taking action to avoid collision is better supported now. However, the curricula of Maritime Education and Training Centres very often do not make the necessary connection between up-to-date navigation technologies and the tuition of the ColRegs. It is left to the officer, to combine these two competences once they start their practical work on a ship and thereby often making wrong use of the decision support systems and thereby interpret collision situations the wrong way. At worst the young officers expect too much simplification by the modern technical means.

The NEO-COL project will close this skills gap by identifying the differences between theory and real application and developing the best and most realistic way of incorporating modern electronic navigation devices into the teaching of Collision Regulations.

NEO-COL will conduct a needs analysis and the investigation of past collisions in order to:

Develop an online Training Course for the best action possible and most realistic way of incorporating modern electronic navigation devices into the teaching of Collision Regulations customised for all type of vessels considering the navigation equipment and tools available, and

Design an Assessment Tool that provides the user with a genuine certificate for the newly acquired skills.

The training offered by the NEO-COL online Training Course will have a direct impact on mariners by giving specific knowledge to the user of how to apply the ColRegs in specific scenarios given the specific equipment on board. After the module and assessment provided by this project the mariners will have gained better skills and knowledge to correctly interpret a situation of potential collision by carrying out the corrective action.

By this NEO-COL will contribute to the ease of maritime traffic, safety of lives at sea, and the environmental protection of the seas.

The project consortium is made up by private companies, public bodies and VET institutions from Turkey, Romania, Spain, Poland and Germany, who all have an extensive experience within the maritime sector.

Please see [www.neo-col.eu](http://www.neo-col.eu) for more information.

## **ACTs – Avoiding Collisions at Sea**

**Budget – Around 300.000 EURO**

**Years – 2014-2019**



This project has two main aims: one concerns recently identified skill gaps (Szozda, 2012) relating also to recent accidents (e.g. Costa Concordia), and the other refers to identified problems in the application of current collision regulations (Colregs, 1972). Project ACTs also includes collisions with fixed objects (Grounding).

A review of accidents has identified the need: i) for the development of new skills; and ii) an urgent review of Colregs. For instance, a case law by MARS and MAIB (UK accident agencies) indicates that many of the basic principles of collision avoidance are improperly applied. It is also a common practice to use VHF Radio in collision avoidance procedures, although such radio communications are not part of the Colregs (MAIB, 2004).

A study of the reports reveals that 85% of all accidents are either directly initiated by human error or are associated with human error by means of inappropriate human response (Ziarati, 2006). This is in line with the findings of a recent paper (IMO, 2005) that 80% of accidents at sea are caused by human error. The paper by Ziarati (2006) notes that mistakes are usually made not because of deficient or inadequate regulations, but because the regulations and standards that do exist are often ignored. The IMO MSC (Ziarati, 2006) clearly indicates that the causes of many of the accidents at sea are due to deficiencies in maritime education and training of seafarers or disregard for current standards and regulations. Ziarati (2007) reports that most common accidents and incidents are collisions. The outcome of this latter study has recently been validated by Acar et al (2011). Several of Ziarati's recommendations have been led to the identification of skill gaps ([www.maidr.pro](http://www.maidr.pro) and [www.maredu.co.uk](http://www.maredu.co.uk)).

The work summarised above has led to several proposed improvements to existing Maritime Education and Training (MET) programmes. The review of accidents in the projects identified above has also led to a list of potential new skills and jobs. The proposed project intends to test and transfer several new skills into existing MET programmes and common methods and systems for their deliveries. The partnership is composed of major maritime centres in several EU countries, with two partners having been involved in the M'aider and SOS projects; most partners have considerable Leonardo experience. They have been involved in several successful Leonardo maritime and e-learning projects at sectoral level, involving companies, maritime organisations and social partners in VET. The main tangible outcome is an online and novel learning and assessment platform facilitating inclusion of the identified new skills in existing maritime programmes and the correct application of Colregs, which is expected to lead to a reduction in the number of accidents at sea. The project impact will be substantial as it concerns the training of all navigation cadets and officers/ratings already working in the sector.

Please visit [www.ecolregs.com](http://www.ecolregs.com) for more information.

## **SeaMap Project**

**Budget – Around 300.000 EURO**

**Years – 2018-2020**



The SEAMAP project addresses the need for cooperation between VET and the world of work in the maritime sector by introducing systematic approaches to and opportunities for VET and the maritime sector, fostering integration of maritime working life into maritime institution-based VET and enhancing the entrepreneurial skills of the people dealing with the maritime issues. This will be achieved by the promotion of more work related activities in the intended VET programmes, including the innovative models of work placement (work experience, work shadowing, work-based learning and apprenticeships). The project team will identify and map available maritime jobs /placements and business start-up both at sea and ashore in partner countries. The main benefits of the project are to improve the attractiveness of the maritime industry, to provide increased mobility across, to foster the career guidance, to enhance the placement opportunities and to develop the entrepreneurial competences of the people at maritime and VET sectors.

Please visit <https://projectseamap.eu/> for more information.

## **PraC-MARENG Project**

**Budget - 250.000 EURO**

**Years – 2019-2021**



International Maritime Organisation (IMO) promotes English as “the language of the sea” under Standards of Training Certification and Watchkeeping (STCW). The expectation is to reduce accidents occurring due to communication failures where 80 percent of world crews do not speak English as a first language. Seafarers as per their competency requirements are expected to have a good command Maritime English to carry out their daily jobs at sea. IMO Model Courses are used to deliver such training for seafarers with complimentary Standard Maritime Communication Phrases (SMCP) where maritime professionals are expected to use Maritime English in communications for situations such as safety and security on-board, emergency situations, on-board communication, customer service on passenger ships, and communication with maritime authorities and yet majority of maritime accidents are reported to be due to lack of linguistic communication skills of seafarers as rules and standards are not applied. Researches establish that a contributory factor to the increase in accidents is lack of communication skills of seafarers serving at sea and ashore (40 percent) (Nautical Institute, 2015). Marine accidents and incidents are recurring due to a lack of English language skills of maritime personnel. Besides this, learning language in professional context is always complex and problematic where there are variety of reasons why use of English language at sea has been the issue when the root cause of marine accidents are investigated. The world as repetitively reported needs competent seafarers whom have a good communication skills therefore there is a real need for seafarers to be trained as such that they acquire the skills and competence that instruction in colleges cannot deliver. The project will therefore develop a learning program considering different rank of seafarers, taking into account the experience they attained in each vessel to teach Maritime English based on the real activities specific to each type of vessel. The programme will have phases to pass it to seafarers working on different levels of command. PraC-MARENG project aims to:

1. Identify the activities and tasks specific to each type of vessels that seafarers undertake on a daily basis
2. Develop an online Training programme for each ranks therefore they can access to this real activities and tasks on board various type of vessels which incorporates latest technologies in the maritime sector
3. Design and develop a learning and assessment tool that provides the user with a genuine certificate for the newly acquired skills based on experiential knowledge.

In doing this so, the platform will have following features:

- incorporates real communication at sea using SMCP,
- activities which are meaningful to students and which will motivate them to become committed to sustaining that communication to accomplish a specific goal.

PraC-MARENG Training Platform will have a tailor made programme for different types of ranks taking into account various types of vessels. The tool will have options to select levels of under competence that users would wish to attain on different levels of ranks.

The platform offered by the PraC-MARENG Training platform will have a direct impact on seafarers by giving them enhanced competence in English therefore decision making. The seafarers will have

better skills and knowledge to understand and interpret tasks and activities on board the vessel hence better communication skill.

Please visit <https://www.prac-mareng.com/> for more information.

## **SeaSAFER Project**

**Budget - 250.000 EURO**

**Years – 2021-2023**



SeaSAFER will develop a range of simulated scenarios using accident or incident reports in an innovative online platform for training of seafarers working in various disciplines.

SeaSAFER especially focus on those aspects of human error in situations which can be corrected through the removal of existing deficiencies in the Maritime Education and Training (MET).

SeaSAFER studies accidents and incidents at sea and turned them into simulated scenarios which will be available online.

Benefits of SeaSAFER,

- Raising seafarers awareness on the accidents that could take place in their vessel hence improvised skills sets of the
- Easily accessible with lesser costs compared to conventional full mission simulators
- Easier to learn compared to long written accident/incident reports
- Certification option for seafarers in ships accidents recognised in partner countries and European wide
- Recognition for the certificate from independent awarding, accredited and licensing authorities at medium term

Please visit <https://seasafer.com/> for more information.

## **ENDORSEME Project**

**Budget - 250.000 EURO**

**Years – 2021-2023**



The International Maritime Organisation (IMO) developed the first standard for Vocational Education and Training (VET) programmes for merchant navy officers in 1978. Seafarers are trained and certified by national administrations complying with the minimum standards set by International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW). Despite these efforts there are no mechanisms for monitoring how these standards are being applied in various nations and yet there is an issue for seafarers to get their certificates accepted/endorsed when they are attempting to work from one flag state to another. European Maritime Safety Agency (EMSA) has started to monitor STCW compliance to contribute to safer operations, however, the issue for one seafarers having a certification from one country flag not to be able to work in other country flag is still exist as there are still many countries that they do not have mutual recognition or endorsement in place. There have been several attempts in the past to unify the certifications and endorsements however it did not resolve the issue in full.

ENDORSEME project targets the development and provision of VET products and services such knowledge, skills and competence development to external actors such as students, companies and governments. It will develop flexible and learner-centred VET programmes, and that contribute to closing existing gaps in the access to training for working age adults to successfully manage labour market transitions. It will also contribute to the development of continuing vocational training programmes designed to be adaptable to labour market, as well as programmes that facilitate the transfer, recognition and accumulation of learning outcomes leading to national qualifications. ENDORSEME project will ultimately facilitate recognition of certifications of seafarers, including ratings, throughout Europe and worldwide. The integrated model that ENDORSEME project will utilise will bring together all of the seafaring qualifications such as Certification of Competence, ancillary STCW certificates and attempt to enable each certificates mutually accepted by the European countries at first and later in global scale in a reactive manner. The model will also allow for greater cohesion between international and local requirements in MET in member states providing a higher quality and more attractive long term VET programme.

The project will develop a platform for various ranks of seafarers. The platform will have an option to investigate acceptance/endorsement of sea-going certificates. ENDORSEME project aims to:

- Identify the problems associated with recognition/endorsement of certificates in a questionnaire-based needs analysis and information based on the investigation of undiscovered areas,
- Develop a platform and complementary online tool for seafarers, shipping companies, MET institution to identify whether the certificates of seafarers are accepted/endorsed by one country to another.

ENDORSEME platform will cross-reference the certificates available to seafaring profession to provide a higher quality system that is suited to each individual member state. It will also enable MET programmes to be kept up to date with changes to requirements locally and internationally with minimum disruption to other core areas of the programme. The quality assurance system of ENDORSEME platform will enable the good practices to be seen and transferred to other member states as well as maintaining a high quality of education, training and assessment.

ENDORSEME will enable authorities to monitor the success of different systems and requirements through developing a quality assurance and control system for the issue of such certificates. It will enable transfer of `good practices` between member states and worldwide while ensuring high quality programmes. The platform bringing all world authorities together will enable transfer of innovation to ensure ENDORSEME is of a high standard recognition model. ENDORSEME will support continuous personal development of seafarers in VET (Vocational Education and Training) for all seafarers in the maritime sector across Europe. ENDORSEME will cross-reference the STCW requirements thereby allowing seafarers to be more mobile in any European country thus promoting the Citizenship programme. ENDORSEME will also incorporate the local and national requirements of each country therefore promoting action in Transparency and recognition of skills and qualifications between neighbouring and international countries. The partnership, working in collaboration with major awarding, accrediting and licensing bodies will cross-reference and include the international and local/national requirements into the with the aim of embedding the recognition tool initially into 5 partner maritime education and training (MET) systems across Europe. Once developed ENDORSEME tool will facilitate all certifications received from one country to another to be endorsed in the partner countries and Europe. A quality assurance and control practice based on a well-respected system for the delivery of ENDORSEME will also be established to guarantee National Authorities continue to follow the requirements.

Please visit <https://seasafer.com/> for more information.

## **SEA MENTORS Project**

**Budget - 200.000 EURO**

**Years – 2021-2023**



It has been further challenging in the recent years to catch an on-the-job experience for new starters and those who are on the profession to progress their ranks, due to pandemic, changes in technology, faster promotions and reduced seetime requirements. There are also many barriers to the easy transfer of experiential knowledge, including language and culture, and yet there is the ever-lasting problem of pressure of work and lack of time (Acar, 2017). Moreover, the recent EU statistics indicates that average working time of a seafarer at sea is 4.8 years therefore it is essential that the seafarers need to be linked with shore based responsibilities that they can contribute and develop in maritime sector with the valuable experience they attain during the course of their time at sea (SAILAHED, 2011- 2013).

Marine accidents and incidents do continue to occur due to a lack of experiential knowledge transferred. Experiential knowledge is not something tangible, nor is it a subject that can be taught in college, although the concept should be addressed and the candidates encouraged to participate in experiential knowledge transfer. There are variety of reasons why transfer of experiential knowledge is difficult to be transferred from one to another is one is the lack of time for informal training which is due to ships and long working hours prevents mentors to take time off their busy schedule and take personal interest in training of juniors.

SEA MENTORS will promote competencies specified to these standards, and some lead to internationally recognised qualifications. On the other hand, maritime industry has a tradition of learning from others onboard; however, on-board community is small and sometimes highly variable in timing and composition.

Please visit <https://seamentors.com/> for more information.

## **SEA4SHORE Project**

**Budget - 250.000 EURO**

**Years – 2024-2026**



The world is going through unusual and challenging times with numerous uncertainties in many businesses and professions with the outbreak of the COVID-19 pandemic. It is a tough choice for youngsters to start a profession where there will be significant times spent to gain the qualifications that will attain and yet the seafaring profession is one of the extreme professions. Besides, International Maritime Organisation (IMO) and several other major leading organisations puts significant efforts to attract females to the profession to improve the quality and create equal gender opportunity at sea. Maritime industry has two sides: one is sea and the other is shore. There are number of maritime organisations and professional bodies representing industry in which the workforce consists of those who has limited or no sea experience.

The staff competence varies dependent on the specific requirements and circumstances of individual maritime stakeholders and Member States. Therefore, the opportunity to utilise the experienced seafarers on shore jobs are underutilised. Furthermore, seafarers are left to work at sea for a long time as the path for them to work on shore-based jobs are somehow not open or enabled. This creates suitably qualified and experienced personnel, professionals, trainers within the EU and worldwide are left to work at sea for the rest of their life. The specific requirement for this project arises because currently there is no mechanism available in digital form to promote shore-based jobs to seafarers who worked at sea for a long time and gained valuable experience. This problem exists across most EU Member States. The project, SEA4SHORE, will examine this problem from a representative sample consisting of the five countries.

SEA4SHORE project will develop:

- A competency map and profiles required for at least 20 alternative career paths ashore.
- An online tool to be used by students or captains that will help them assess the possibilities to work on shore. The partnership is composed of by maritime school, nautical academies, online training company, maritime training providers from 6 EU countries (LV, TR, ES, LT, GR, HR) ensure both sound implementation and sustainability of the project. The SEA4SHORE project will work towards making seafarers skills recognised in shore-based jobs hence allow more work mobility for European citizens.

Please visit [sea4shore.com](https://sea4shore.com) for more information.

February 2012 [nuutiluxint.org](http://nuutiluxint.org) **telegraph** 21



South Tyneside College

2. My article published in SAFETY AT SEA magazine in England;

*feature: training and crewing*

# Cross training

An EU-funded project aims to bring together maritime training standards to make life easier for trainers, employers and seafarers. **Mike Gerber** examines how it might help raise safety standards

European maritime colleges and partner organisations are collaborating on developing education and training programmes that promise to raise shipping safety standards in coming years. The core objective of the EU-funded UniMET project consortium is to harmonise standards of maritime education and training (MET) above those laid down in STCW 2010 – the amended IMO Convention on Standards of Training, Certification and Watchkeeping for Seafarers. By harmonising standards, the consortium that is driving UniMET reasons that it can improve employment prospects for seafarers.

To support this effort it is developing a quality assurance and control system for delivery of the harmonised UniMET standards of maritime education and ship management, including spoken English on vessels (see SAS Jan 2010, p33). The other partners in UniMET are Polytechnic University of Catalonia (Spain), Turku Institute of Maritime Studies (Finland), Maritime Institute Willem Ruessch (the Netherlands), Satakunta University of Applied Sciences (Finland), the Lithuanian Maritime Academy, Italian shipowners' research consortium Cosent, the Centre for Development Works (Ireland) and Spinsaker, Slovenia's largest maritime education company.

The spokesman for the UniMET project is Professor Reza Kiarazi, the principal of Turku Institute and chairman of CAFE. "The overall aim of the project is to improve safety at sea and in ports, and address a shortage of officers (SOS) programmes, which are designed to improve maritime safety through education and training at colleges based on syllabuses that satisfy Ekvare's requirements for the award of a higher national diploma (HND). Upon successful completion of an HND, students have enough credit to enroll on the final year of a maritime degree course.

There is also a complementary UniMET mobility programme – Train Merchant Navy Cadets for Certificate of Competency (TRAIN4C2) – that opens the way for cadets from the SOS project to acquire UK Maritime and Coastguard Agency (MCA) certificates of competency that are recognised throughout the European Union and worldwide. "The MCA allows non-British cadet officers to take the exam if they have the appropriate

It is possible to read the details from

[http://www.marifuture.org/Publications/Articles/Cross\\_Training.pdf](http://www.marifuture.org/Publications/Articles/Cross_Training.pdf).

3. The success story of the SURPASS project, published in the magazine of the Chamber of Maritime Commerce.



insanları cezbederek endüstriye çekmeyi sağlayacak bir etki yaratması umuluyor.

#### UNIMET ORTAKLIKLARI

Londra'da yapılan Konferans, Warwick Üniversitesi Bilim Parkı'nda kurulmuş olan Centre for Factories of the Future - C4FF (Geleceğin Fabrikaları Merkezi) ve Katalonya Politeknik Üniversitesi'nin (Polytechnic University of Catalonia) müştereken organizasyonu ile yapıldı. Diğer UnimET ortakları şunlardır: Hollanda merkezli Maritime Institute Willem Barentsz (Willem

Academy; the Italian ship owners' research consortium, Cascer; the Centre for development works in Poland; and Spinaler, Slovenia's largest maritime education company.

Ultimately, the consortium hopes that what it is trying to achieve will go global, and to that end it is collaborating with such bodies as the International Maritime Organisation, the International Maritime Employers' Committee, the International Association of Maritime Universities, and the European Maritime Safety Agency. Keynote speaker Professor Reza Ziarati said the need for international collaboration in maritime was demonstrated by safety research, including a 2004

4. The article published in the Chamber of Maritime Commerce magazine, narrating my success story as a Turkish individual. Details can be found in the following link:  
[http://www.marifuture.org/Publications/Articles/A\\_lifetime\\_opportunity\\_for\\_graduates\\_of\\_maritime.pdf](http://www.marifuture.org/Publications/Articles/A_lifetime_opportunity_for_graduates_of_maritime.pdf)

\*\* Öğrencilerin, deniz hizmeti yerleşimi esnasında MNTB (Ticari Deniz Filosu Eğitim Kurulu) Portföyünü karşılamaları ve üçüncü yılda HND diploması almaları gerekmektedir. Toplam deniz görevi 12 aydır.

#### Yol 3 – Lisans Diploması (Degree) Rotası

Bu yol, ilk iki yılında başarı gösteren ve PRÜ Lisans Diploması programına katılmak isteyen PRÜ MYO öğrencilerine sunulmaktadır.

\* MCA sınavlarına katılmak isteyen öğrencilerin, deniz hizmeti yerleşimi esnasında MNTB (Ticari Deniz Filosu Eğitim Kurulu) Portföyünü karşılamaları ve üçüncü yılda HND diploması almaları gerekmektedir.

**Not:** Deniz Hizmeti süresi, Üniversitenin 3. yılı ve 4. yılında tahsis edilmekte olup, mezuniyetten sonra sunulabilir.

#### DURUM ÇALIŞMALARI

Marine Deal tarafından hâlihazırda yukarıda belirtilen yollardan geçen TÜDEV mezunları ile yapılan röportajlar aşağıda yer almaktadır.



**UĞURCAN ACAR:**  
MCA Ticari Deniz Filosu  
Güverte Zabiti, Plymouth  
Üniversitesi

Genç bir yetişkin olarak aile şirkettimizi yönetirken çok yakın aile dostlarımla birçoğu hâlihazırda bu mesleğe girdiği veya girmeye niyetinde olduğu için denizcilik mesleğine girdim.

TÜDEV'in Güverte Uzunyol Nöbetçi Zabiti Programı'na 2003 yılında katıldım. TÜDEV (artık Piri Reis Üniversitesi olarak biliniyor) Uzunyol Nöbetçi Zabiti olmak ve bir Yeterlilik Belgesi almak isteyen kişiler için çok cazip bir kariyer fırsatı sunuyordu. TÜDEV'de ilk yıl İngilizce hazırlık sınıfını bitirdikten sonra,

**Pathway 2 – HND Route**  
This pathway will be offered to students who did well in the "Preparation Class" and successfully concluded the year in accordance with the requirements of MarTEL tests which will be offered under SeaTALK Programme.

English Preparation Programme  
SeaTALK Programme and MarTEL Tests

Year 1  
(HND Year 1 at PRU MYO)

Year 2  
(HND Year 2 in a UK College)

Year 3  
(Sea Training & Open Learning Prerequisites)

Year 5: Post-HND in the UK

Year 4  
Degree Programme at Plymouth  
University (Optional)

HND and  
Opportunity  
to take MCA  
Written and  
Oral Exam

Opportunity  
to Obtain  
UK BSc  
Honours  
Degree

\* Only 30 % of the students will be transferred to PRU Degree Programmes based on success criteria set by PRU steering committee

\*\* Students will be required to fill MNTB portfolio during their Sea Service placement and plus gain HND in third year. Total Sea Service is 12 months.

**Pathway 3 – Degree Route**  
This pathway will only be offered to PRU MYO students who did well in their first two years and wish to join PRU Degree programme.

English Preparation Programme  
SeaTALK Programme and MarTEL Tests

Year 1  
(PRU MYO)

5. The research papers presented and written by me on international platforms.

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IMLA21 Conference, St. John's, Newfoundland and Labrador, Canada October 9<sup>th</sup> -12<sup>th</sup> 2013

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### **Removing Barriers to Mobility of Seafarers**

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#### **Abstract**

Every seafarer would like to have the freedom to work on board as many foreign flag vessels as possible using her/his qualifications acquired in her/his own country. The certificates issued by a national administration are expected to satisfy the minimum requirements set by International Maritime Organisation (IMO), which should ideally satisfy the national requirements of member states of IMO and hence acceptable to all IMO member states. However, in reality this is not a case and the certificates issued by one country are not universally accepted or transferable to other flags. This situation restricts the mobility of seafarers; thus causing nationally qualified professionals often to be excluded from working on/commanding identical vessels other than those registered by the seafarer's own national flag. Considering that there are imbalances of surpluses and shortages of officers and ratings in most countries, current situation does not help to address the shortages by taking advantage of the surpluses elsewhere.

You can access the research paper at

[http://www.marifuture.org/Publications/Papers/Removing\\_Barriers\\_to\\_Mobility\\_of\\_Seafarers.pdf](http://www.marifuture.org/Publications/Papers/Removing_Barriers_to_Mobility_of_Seafarers.pdf)

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IMEC25 Conference, Istanbul, Turkey, 23 - 26 September 2013

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### **DEVELOPING A MARITIME ENGLISH PROGRAMMES FOR MarTEL AND MarTEL PLUS – PROJECT SeaTALK**

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#### **Abstract**

*The SeaTALK project concerns the development a standard International online English language course for seafarers. The course will be in line with IMO requirements and the European Qualification Framework. The project is expected to support the Maritime English standards developed as part of the EU funded MarTEL and MarTEL Plus projects. The course will be incorporated in the EU funded UniMET Project when concluded in 2015. MarTEL and MarTEL Plus developed a set of standards (tests) in English language competency for seafarers and UniMET is a set of complete training programmes for all types and ranks of ship officers. SeaTALK will form the English Language competency development material and tools for UniMET.*

You can access the research paper at

[http://www.marifuture.org/Publications/Papers/Developing\\_A\\_Maritime\\_English\\_Programmes\\_For\\_MarTEL\\_And\\_MarTEL\\_Plus%E2%80%9393Project\\_SeaTALK.pdf](http://www.marifuture.org/Publications/Papers/Developing_A_Maritime_English_Programmes_For_MarTEL_And_MarTEL_Plus%E2%80%9393Project_SeaTALK.pdf)

### **IMPACT – Innovative Maritime Training Products**

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#### **Abstract**

The IMPACT project partners are five major European Maritime Education and Training (MET) organisations. These are C4FF's Maritime Education based in the UK, TUDEV Institute of Maritime Studies from Turkey, Satakunta University of Applied Sciences in Finland (member of IAMU), the National Maritime College of Ireland and Spinaker based in Slovenia. The partners have many years of experience in developing programmes for the education and training of merchant navy officers based on the international standards.

The IMPACT project aims to promote the results of a number of completed maritime education and training projects which directly address particular problems or deficiencies in MET throughout Europe, and represent innovative use of ICT in lifelong learning. Initially, IMPACT will disseminate and transfer the innovative practices developed in several of these selected EU funded Lifelong Learning projects to MET worldwide.

You can access the research paper at

[http://www.marifuture.org/Publications/Papers/IMPACT\\_Innovative\\_Maritime\\_Training\\_Products.pdf](http://www.marifuture.org/Publications/Papers/IMPACT_Innovative_Maritime_Training_Products.pdf)

### **Harmonising Maritime Education and Training at Sea and Ashore**

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#### **ABSTRACT**

The IMO developed the International Convention on Standards of Training, Certification and Watchkeeping (STCW) that includes the minimum requirements for the maritime education and training (MET) of seafarers in 1978. There have been several major and minor amendments; most recent revisions were announced in June 2010.

There are three areas of concern; one is whether MET providers implement and maintain STCW requirements correctly, second is how these standards are monitored, and third why there is so much focus on minimum standards?

The IMO has passed the responsibility for STCW implementation to national governments and the European Union (EU) has established European Maritime Safety Agency to ensure the STCW standards are implemented in the EU member states. EMSA has widened its remit and is

You can access the research paper at

[http://www.marifuture.org/Publications/Papers/Harmonising\\_Maritime\\_Education\\_and\\_Training\\_at\\_Sea\\_and\\_Ashore.pdf](http://www.marifuture.org/Publications/Papers/Harmonising_Maritime_Education_and_Training_at_Sea_and_Ashore.pdf)

## **Developing Scenarios Based on Real Emergency Situations**

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### **Abstract**

*This paper reports on the outcome of the recent research carried out on accidents and incidents to develop a range of scenarios in full-mission simulators as well as on the development of e-learning/assessment*

You can access the research paper at

[http://www.marifuture.org/Publications/Papers/Developing\\_Scenarios\\_Based\\_On\\_Real\\_Emergency\\_Situations.pdf](http://www.marifuture.org/Publications/Papers/Developing_Scenarios_Based_On_Real_Emergency_Situations.pdf)

## **Innovation in MET for New Career and Mobility Opportunities**

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You can access the research paper at

<http://www.marifuture.org/Publications/Papers/Innovation in MET for New Career and Mobility Opportunities.pdf>

## COMMUNICATION AND PRACTICAL TRAINING APPLIED IN NAUTICAL STUDIES

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### ABSTRACT

Communicative language training set in the context of real-life situations at sea has hardly been part of any curriculum for training merchant navy officers. It is found that English language skills of the ships' crew is at a very low level, resulting in ineffective communication and it has also been identified that ineffective communication is the major cause of the many accidents. This fact along with the cultural diversities of multi-national ship crews creates a major current problem.

You can access the research paper at

<http://www.marifuture.org/Publications/Papers/COMMUNICATION AND PRACTICAL TRAINING APPLIED IN NAUTICAL STUDIES.pdf>

### Harmonising Maritime Education and Training at Sea and Ashore

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### ABSTRACT

The IMO developed the International Convention on Standards of Training, Certification and Watchkeeping (STCW) that includes the minimum requirements for the maritime education and training (MET) of seafarers in 1978. There have been several major and minor amendments; most recent revisions were announced in June 2010.

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The IMO has passed the responsibility for STCW implementation to national governments and

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## **COLLISIONS AND GROUNDINGS – MAJOR CAUSES OF ACCIDENTS AT SEA**

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A careful study of the accident reports reveals that 85% of all accidents are either directly initiated by human error or are associated with human error by means of inappropriate human response (Ziarati, 2006). This is in line with the findings of a recent paper (IMO, 2005) that 80% of accidents at sea are caused by human error. Turkish Government is also aware that collision is the most common type of accident in Turkey and this was again confirmed by the latest data published by the Main Search and Rescue Coordination Centre of Turkey in 2009. Collision amounted to 60% of all accidents if grounding and contacts are included.

The research shows that mistakes are usually made not because of deficient or inadequate regulations, but because the regulations and standards, that do exist, are often ignored. The IMO MSC (Ziarati, 2006) clearly indicates the causes of many of the accidents at sea are due to deficiencies in maritime education and training (MET) of seafarers or disregard for current standards and regulations. Ziarati also reports (2007) that majority of accidents and incidents are related to collisions or groundings.

The International Regulations for Preventing collisions at Sea 1972 (Colregs) are rules to be followed by Deck/Navigation officers. It was initially designed to update the Collision Regulations of 1960 and entered into force in 1977. The last amendments were made in 2007. It is one of the most important International Conventions that all seagoing officers must have full knowledge of it before taking charge of a ship. However, a case law (MARS, 2005) indicate that many of the basic principles of collision avoidance are improperly understood /applied. It is also a common practice to use VHF Radio in collision avoidance procedures although not being part of the Colregs (MAIB, 2001; Ziarati, 2007).

The project aims to transfer innovation from existing novel products and practices developed in the UK ('Rule of the Road' exercises and e-assessment) and Slovenia (e-learning) to other partners in the project with the intention of improving the existing knowledge and VET training practice of Deck officers and raise awareness on the correct application of International Regulations to prevent collisions at sea (Colregs). The main aims of the project are to:

1. Develop and identify VET best competences in collision avoidance

You can access the research paper at

[http://www.marifuture.org/Publications/Papers/Collisions and groundings major causes of accidents at sea.pdf](http://www.marifuture.org/Publications/Papers/Collisions_and_groundings_major_causes_of_accidents_at_sea.pdf)

## Practical Communication Approach in Maritime English

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<sup>2</sup> Constanta Maritime University, Constanta, Romania

You can access the research paper at <https://www.maritimeinnovators.com/wp-content/uploads/2023/07/Conference-Paper-TransNav-2021-1.pdf>

### EXPERIENTIAL KNOWLEDGE BASED MENTORING

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#### Abstract

This paper was produced with a collection of online resources to create a base for the development of MARITIME INNOVATORS initiative – **Experiential Knowledge Based MENTORING** programme. The programme is aimed at encouraging all its graduates those at sea, and those ashore who support them, to incorporate mentoring into the daily on board routine. The knowledge gained through experience, when reflected upon, is a valuable resource, which is called **Experiential Knowledge**. There are many more to experience on board to supplement the foundation of knowledge obtained at collage and ashore thereby this brings the importance of experiential knowledge which can be studied through various means.

You can access the research paper at <https://www.maritimeinnovators.com/wp-content/uploads/2022/02/Experimental-Knowledge-Based-Mentoring.pdf>

## GALLERY – THE MEETING, CONFERENCES AND SEMINARS I CONDUCTED



Unimet project meeting- 2012 – Coventry, UK



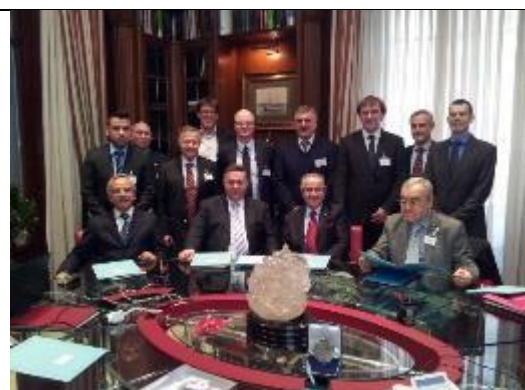
Unimet project meeting - 2013 – Lithuania Maritime Academy, Lithuania



Unimet Conference -2011 – London, UK











Unimet Project Seminar-2012 – Napoli, Italy



Unimet Project Meeting –2012 - Napoli, Italy



SURPASS Project Meeting – 2012 – Turku, Finland

	
<p>ACTS Project Meeting – 2012 – Istanbul, Turkey</p>	<p>NEO-COL Project Conference – 2018 – Istanbul, Turkey</p>
	
<p>NEO-COL Project Conference – 2018 – Hamburg, Germany</p>	<p>NEO-COL Project Meeting – 2018 – Rzeszow, Poland</p>
	
<p>NEO-COL Project Meeting – 2018 – Mallorca, Spain</p>	<p>NEO-COL Project Kick off Meeting – 2017 – Istanbul, Turkey</p>
	
<p>SAIL AHEAD conference - 2013 – London, UK – Author of International Maritime Communication Phrase book – Mr. Peter Trenkner</p>	<p>SAIL AHEAD conference presentation – 2013 - London, UK</p>



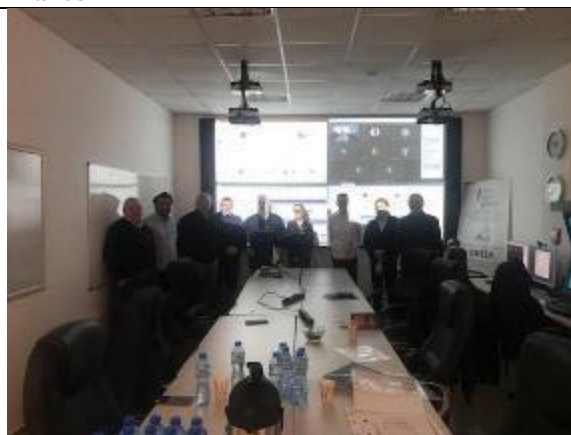
PraC-MARENG Project Kick off Meeting – 2019  
– Marseille, France



PraC-MARENG Conference - 2021 – Marseille,  
France



SeaSAFER Project Meeting – 2021 – Constanta,  
Romania



ENDORSEME Project Kick off Meeting – 2022  
– Varna, Bulgaria










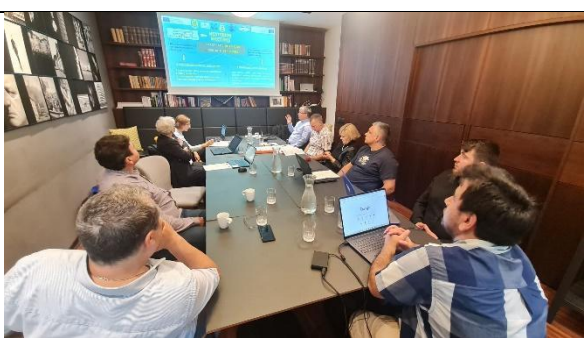
SEA MENTORS Project Kick off Meeting – 2022  
– Constanta, Romania



SeaSAFER Project Meeting – 2022 – Piraeus,  
Greece



<p>ENDORSEME Project Meeting – 2022 – Barcelona, Spain</p>	<p>ENDORSEME Project Meeting – 2022 – Cork, Ireland</p>
	
<p>SEA MENTORS Project Meeting – 2022 – Klapedia, Lithuania</p>	<p>SeaSAFER Project Meeting – 2022 – Lisbon, Portugal</p>
	
<p>SeaSAFER Conference – 2023 – Klapedia, Lithuania</p>	<p>SEA MENTORS Project Meeting – 2023 – Gdynia, Poland</p>

	
<p>ENDORSEME Project Meeting – 2023 – Slovenia</p>	<p>IMLA Conference – 2023</p>
	
<p>ENDORSEME Conference – 2023 - Varna, Bulgaria</p>	<p>SEA MENTORS Project Meeting – 2023 – Ljubljana, Slovenia</p>