



## **MariFuture: European Platform for Maritime Education, Research, and Innovation**

### **Foreword**

The EU funded projects have allowed MariFuture partners to give their staff the opportunity to become involved with research which directly underpins their teaching and give them the opportunity to publish their work and seek higher qualifications

The EU projects are perceived to be in fact a way forward; looking at what is already being done well and should therefore be further developed or supported; and what is being done not well enough, or badly, and therefore needs to be changed, stopped, or replaced by something new. It is also to create new things.

EU projects therefore, are an effective means of

- making new discoveries,
- underpinning further and higher education programmes,
- developing and motivating staff,
- establishing working relationship with industry and commerce and,
- developing independent learning while preparing students for the future.

These projects are also intended to

- create wealth and jobs, and
- serve the community to become more stable and accommodating.

Students have also been involved in these projects to learn about self-learning often early in their main studies and in the latter part of their programmes are introduced to research and scientific methods for seeking knowledge and making sound judgement.

The students are nurtured to realise the importance of preparing themselves for the world of work. Students involved with these projects are introduced to development techniques viz., how products and services are developed and the processes involved.

The main reasons for EU projects are to achieve some of the above objectives and principles.

The following are the summary progress reports on current projects.

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## Progress Report

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### Introduction

The following chapters report the progress made by MariFuture projects and their partners in October 2013.

#### **SeaTALK (Creation of a Qualification Framework for Effective Communication at Sea)**

The SeaTALK project is progressing well.

Led by UoT with the support from NVNA, PRU and all other SeaTALK partners, the Maritime English Training Modules is being designed for each type and rank of seafarers, namely Rating, Cadet/Officer (Deck and Marine Engineering) and Senior Officer (Deck and Marine Engineering).

The Training Modules will make reference to the Maritime English Competence Grids and will be linked to the level descriptors of the Common European Framework of Reference for languages (CEFR). Therefore, a specific English for Specific Purposes (ESP) related range of Training Modules will be developed for Maritime English education and training. These modules of Maritime English will be compatible with, and complementary to, CEFR using and with reference to the Test of Spoken English (TSE), IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language). The Training Modules for each rank and type of seafarer will also cross-reference the IMO Model Course. The Training Modules will refer to a SeaTALK common framework developed through this WP, based on the ECVET system, the aim of this framework is to identify common learning outcomes and credits necessary to achieve specific competences.

It is expected that in applying these Training Modules, Universities/Maritime Education and Training centres will become aware of the requirement to fulfil the basic demands of IMO legal instruments as well have a comprehensive understanding of the current methods used to teach Maritime English. The Training Modules will also be able to prepare Modules, Universities/Maritime Education and Training centres to embark upon a sustained process of skills development and thus be in a position to share and develop these competences with colleagues. The combination of Training Module consolidation and incorporation in the ECVET system will facilitate the mutual recognition of competences thus enhancing workers mobility.



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The assessment element of the learning outcomes will be established via the highly successful MarTEL (Maritime Test of English Language) Phase tests, where criteria for the grades of Pass, Merit and Distinction are given. These are reliable standards to measure students' Maritime English knowledge, skills and overall communicative performance. The MarTEL Phase tests will solve the remaining problem of assessment and testing MET students' knowledge and skills in Maritime English.

More progress will be available on November progress report.

### **ACTs (Avoiding Collisions At Sea)**

The ACTs project is progressing well.

Arrangements for the first partner meeting are complete. 6 partners having expertise in the subject of Colregs (known as Collision regulations) will come together to find a solution to the existing problems in the application of rules at sea.

The ACTs partners started their initial research by answering the initial queries directed by the project coordinator. This included information about:

- Hours allocated to Colregs teaching/training
- Language use
- Methods used in teaching Colregs in their country
- Additional local rules (if applicable)
- What is the use of VHF in collision avoidance in their country
- What Collisions have resulted due to contrary actions

More progress will be available in November Development Paper.

### **UniMET (Unification of Marine Training and Education)**

The UniMET Project is progressing well in its post-funding stage.

The UniMET consortium is inviting new associate partners to join UniMET. Any maritime education and training institution, industrial stakeholder, or decision maker may join the UniMET Partnership as an Associate partner. To become an associate member of UniMET, please contact the project manager [www.unimet.pro/Contact-Us.aspx](http://www.unimet.pro/Contact-Us.aspx)

UniMET has an active LinkedIn page where a number of discussions are taking place: [http://www.linkedin.com/groups?home=&gid=4630231&trk=anet\\_ug\\_hm](http://www.linkedin.com/groups?home=&gid=4630231&trk=anet_ug_hm)

### **MarTEL (Maritime Tests of English Language) – [www.martel.pro](http://www.martel.pro)**

The MarTEL tests will be launched by mid-March 2014. A number of companies have shown interest in becoming an Approved MarTEL Centre in the recent months.

The MarTEL partnership welcomes contact from all interested parties, including seafarers of all ranks, maritime industry experts, professionals and organisations, and those institutions or companies



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expressing an interest in becoming an Approved MarTEL Centre. For more information, please visit the MarTEL website (<http://martel.pro/>).

More updates about MarTEL will be included in the November 2013 progress report.

### **TRECVET (Transnational Recognition of European Certification in Vocational Education and Training) – [www.trecvet.eu](http://www.trecvet.eu)**

The TRECVET project HAS officially ended and final report is being prepared to be submitted to EU.

The TRECVET project has developed a method and software tool that makes professional skipper qualifications from different countries comparable. As a test case three qualifications from the UK, Spain and Germany were compared, the results of this comparison showing the differences and similarities between the courses can be found on the TRECVET website. The aim of this tool is to facilitate the comparison of skipper qualifications from different countries and to start a dialogue about how to improve the current situation regarding mutual recognition of qualifications. The Comparison Tool can be found at <https://trecvet.eu/comparison-tool.html>.

More updates on TRECVET will be available in the November 2013 progress report

### **Bridge - BRIDGES OF KNOWLEDGE FOR EU-TR CHAMBERS**

The Bridge Project is progressing well.

A brand new project website is being developed and is now open to public.

<http://www.projectbridge.eu>

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