



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

The Importance of Accreditations

MariFuture encourages all its MET members to seek external accreditation. If our MET programmes at our maritime universities are accredited by professional chartered institutions our students will enjoy a greater degree of international recognition and will be in a more opportune position to seek employment in countries other than their own. This increases the mobility of cadets throughout Europe and help in recognition of our programmes in other countries.

It was often the case that within an organisation, quality assurance (QA) is a system that ensures that quality control is in place and is working effectively. Therefore, this view clearly sees quality control (QC) as part and parcel of quality assurance and the core element of it. Such a definition is somehow different from the EN 29000 and ISO 9000 stated and standard definitions which distinguish QA from QC.

It is also the case that higher education institutions (HEIs) are expected to have processes external to the organisation, which check periodically the effectiveness of their internal systems of quality assurance and control. These external evaluation processes in higher education in the Western world are a means to check the quality of teaching and research in HEIs, either through the reviews by external examiners/evaluators/assessors/verifiers and/or through Accreditation by Professional Body (APB).

The term accreditation should not be confused with the “accreditation process (AP)” used by professional institutions which is different. The “AP” is an external audit carried out by a professional institution to ensure a programme of study (mainly degree and technician programmes) satisfies the profession’s academic and vocational requirements for a given designation i.e. Chartered Accountant or Chartered Engineer. For instance, the engineering graduates who complete an accredited degree programme would, subject to satisfying other requirements, use the designation CEng after their names.

Comparative studies (Gozacan and Ziarati, 2002; IEE Report 1998) clearly indicated that the UK system of accreditation practised by professional institutions is good and a comprehensive system, and this system is adopted by many countries. It is pertinent to note that the USA, the UK, Canada and many other countries accept each others’ accreditation through an agreement known as the Washington Accord. (IEE Accreditation Report, 1998).

MariFuture Universities are of the view that to maintain the quality of its teaching and research every academic unit including its Continuing Education Centres has put in place a system for external evaluation of their teaching as well as their research. In parallel it is expected that each academic unit has developed a means to benchmark itself with the leading institutions running similar programmes and services and measures are in place to ascertain MariFuture universities are in forefront of developments in their teaching and research subject areas.



Progress Report

These measures are regularly reviewed to ensure the intended accountability for meeting the expected high specifications of higher education services at the member MET and promote their continuous improvement.

In short to medium term, all academic units within the MariFuture are expected to put in place an AP and seek accreditation either from a chartered professional body (APB) or another MET institution; and are expected to appoint external examiners/evaluators to monitor the specifications set/agreed. In some cases, pathways will be created to ensure compliance with well-known and leading awarding bodies and licensing authorities with international recognition.

Professor Reza Ziarati
Founder - MariFuture Platform
Chairman - Centre for Factories of the Future (C4FF)
Vice Rector - Piri Reis University (PRU)

Contents

Introduction.....	2
SeaTALK (Creation of a Qualification Framework for Effective Communication at Sea).....	2
ACTs (Avoiding Collisions At Sea)	3
MarTEL (Maritime Tests of English Language)	4

Introduction

The following chapters report the progress made by the MariFuture projects and its partners in November 2013.

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

The SeaTALK project is progressing well.

Development of training modules for each rank of seafarers is on-going with support from all partners. Competence grids that have been developed are being reviewed by the partners and will be included in the module.

A number of learning materials to support the training modules for each type of seafarer are being collated with input from all partners.

Several dissemination and exploitation activities are being conducted by the partnership across Europe.

More progress will be available on December progress report.



Progress Report

ACTs (Avoiding Collisions At Sea)

ACTs project is progressing well.

This month's news reports the outcome of the 1st ACTs (Avoiding Collisions At Sea) partner meeting which was hosted by Piri Reis University, and held at Green Park Hotel in Pendik, Istanbul on Thursday 21st and Friday 22nd November 2013. 11 project members, representing 6 partner organisations participated in the meeting, University of Rijeka (UoR), Centre for Factories of the Future (C4FF), Piri Reis University (PRU), SeaTeach, Nicola Vaptsarov Naval Academy (NVNA), Spinaker d.o.o. (SPIN).

The project ACTs was initiated in response to the increasing number of collisions attributed to human error, there is a need to develop new skills and also provide means to understand the collision rules fully. The International Regulations for Preventing Collisions at Sea 1972 (Colregs) are a set of rules to be followed by navigation officers to avoid collisions at sea. It is one of the most important International Conventions that all seagoing Officers must possess full knowledge of, as well as having the skills needed to apply them correctly.

During the partner meeting, following topics were discussed:

- The aims and objectives of the project.
- The development of future work packages according to the proposal.
- How best practices within the partnership in terms of methodology can be shared.
- The review of the management and administrative requirements of the Leonardo da Vinci (LdV) programme and of the LdV National Agency responsible for the project, and giving appropriate guidelines to the project partners.
- The work activities and tasks until the next partner meeting.

A questionnaire identifying the knowledge gaps and deficiencies in the application of Colregs is being developed and will be placed online in January 2014. It will be distributed to target groups e.g. seafarers, teachers, students, etc. In parallel, comprehensive review of the past collisions is being carried out and the findings will be included in the questionnaire. The selected accidents from the past collisions will be turned into online scenarios for students to understand the rules more effectively and make sure there are no misunderstandings.

A workshop will be held in each partner country to validate the results of the questionnaire which will investigate knowledge deficiencies and differences in the application of the Colregs. The list of the partners that will be involved with the workshops is as below.

1. **University of Rijeka (UoR)**, Croatia (Contact: Djani Mahovic: dmohovic@pfri.hr)
2. **Piri Reis University (PRU)**, Turkey (Contact: Prof. Dr. Reza Ziarati- rziarati@pirireis.edu.tr)
3. **Centre for Factories of the Future (C4FF)**, United Kingdom (Contact: Mr. Ugurcan Acar ugurcan.acar@c4ff.co.uk)
4. **Nicola Vaptsarov Naval Academy (NVNA)**, Bulgaria, (Nikolai Velikov - velikovn@yahoo.com)
5. **Seateach, Spain**, (Contact: Mrs. Silja Teege- email@sea-teach.com)
6. **Spinaker d.o.o. (SPIN)**, Slovenia, (Contact M.sc. Tomaž Gregorič - tomaz.gregoric@spinaker.si)



Progress Report

If you are expert in the subject or master mariner or experience in teaching Colregs or you are a seafarer or a student, please contact ACT's consortium partners to join our workshops.

The findings of the questionnaire, accident review and workshop results will be presented in a report identifying the training needs in Colregs within the overall MET programmes in partner countries.

Project website will be launched in January 2014.

MarTEL (Maritime Tests of English Language) – 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 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 expressing an interest in becoming an Approved MarTEL Centre. For more information, please visit project website (www.plus.martel.pro).

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

Report by Officer Ugurcan Acar – C4FF

Reviewed by Faye Mundy

Edited by Professor Dr Reza Ziarati - PRU