



Onboard training from the trainers' perspective

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Summary

This is a study about how onboard training is conducted onboard different kinds of ships within the industry. The study is based on responses to a questionnaire made for qualified deck officers.

The thesis includes information specifically in regards to who is the designated training officer (if there is one), using what training methods, how often the training book is reviewed and, and what percentage of their time is spent on the bridge? Also discussed is the correlation between ship type and rank of training officer, and how the responses and practices onboard comply with STCW.

Language: English Key words: Onboard training, Deck cadet, Seafaring.

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1 Introduction

The purpose of training is to make the student proficient by instruction and practice, as in some art, profession, or work. It is highly practical with an emphasis on learning how to do a specific skill, which usually achieves its outcome on a much shorter time span. Education is more grounded in theory, and as such will provide the base for training. The two concepts work together, hand-in-hand to achieve competence. (Dictionary.com)

The training structure of a student studying at a maritime college is 3,5 years classroom studies with only 1 year of those studies spent onboard at sea. The bulk of practical knowledge however, due to the nature of the industry is acquired onboard ships of all types, sailing in many different regions around the world.

Having been both trainee and (after becoming a licensed deck officer) trainer onboard, I became interested in the topic and especially how onboard training is conducted onboard different kinds of ships within the industry.

1.1 Objective and research question

My main objective is to find out how the onboard training is conducted specifically in regards to who is the designated training officer (if there is one), using what training methods, how often the training book is reviewed and, and what percentage of their time is spent on the bridge? Also discussed is the correlation between ship type and rank of training officer.

Lastly a comparison is made on how the responses and practices onboard comply with STCW convention and code (both mandatory and non-mandatory recommendations).

1.2 Limitations

This thesis only deals with licensed deck officers, and their practices with deck trainees who have the intention of gaining sea time to obtain their Officer of the Watch Certificate of Competence. The questionnaire responses were gathered using a web survey, and was spread via the school's student union - ENÅ's Facebook page. The survey was also sent to the student union's president, to distribute to the respective class representatives.

2 Background theory

2.1 Overview of Maritime Education in Finland

Novia UAS's Bachelor's Degree Program of Maritime Management consists of 4.5 years of study, totalling 270 study points. Out of these 270 study points, a total of 162 are classroom and elective while the remaining 108 are credited for onboard training.

The onboard training is split up into 2 portions, the first portion being 60 days at sea, equalling 18 study points for the Support Level, after which the student would then receive an Ordinary Seaman CoC. The second phase consists of 10 additional months at sea, which the student can split up however they see fit. This last phase totals 90 study points, and once all operational level courses have been complete the student is then eligible to apply for an OOW Certificate of Competency. (Yrkeshögskolan Novia)

In practice the sea phases in Finland are conducted either as a deck trainee/cadet through the Apprentice Mill, or as a paid Ordinary Seaman.

The cadet training system in Finland is organized through the Apprentice Mill, who acts as a link between the shipping companies and the educational institutions in organizing deck and engine cadet placements for students.

2.2 Legislative requirements

2.2.1 STCW

The legislation laid out in the Standards for Certification and Watchkeeping or STCW has 2 parts: the convention and the code which are separate but are to be read hand in hand in order to get the full picture. The code has 2 parts, A which contains mandatory provisions, and part B which offers recommended guidance. Both sections, convention and code have been modified numerous times, the latest being the Manila amendments in June 2010.

2.2.2 STCW convention

The convention states that the deck officer candidate should be at least 18 years of age, have 12 months of seagoing service if enrolled in an approved training programme (maritime school), have taken part in bridge watchkeeping duties for a period of at least 6 months, have an appropriate radio licence, have met the standard of competence in the Training Record Book, and have valid Basic Safety, Advanced Firefighting, and Lifeboat training completed. (International Maritime Organization, 2011)

2.2.3 Standard of Competence

The minimum standard of competence is laid out in STCW A-II/1 in the format shown below. This is to assist both the trainer and trainee in establishing a curriculum both on land, and at sea - although certain tasks will only be able to be performed at sea.

Function: Navigation at the operational level

Column 1	Column 2	Column 3	Column 4
Competence	Knowledge, understanding and proficiency	Methods for demonstrating competence	Criteria for evaluating competence
Plan and conduct a passage and determine position	<p><i>Celestial navigation</i></p> <p>Ability to use celestial bodies to determine the ship's position</p> <p><i>Terrestrial and coastal navigation</i></p> <p>Ability to determine the ship's position by use of:</p> <p>.1 landmarks</p> <p>.2 aids to navigation, including lighthouses, beacons and buoys</p> <p>.3 dead reckoning, taking into account winds, tides, currents and estimated speed</p> <p>Thorough knowledge of and ability to use nautical charts, and publications, such as sailing directions, tide tables, notices to mariners, radio navigational warnings and ships' routing information</p> <p><i>Electronic systems of position fixing and navigation</i></p> <p>Ability to determine the ship's position by use of electronic navigational aids</p> <p><i>Echo-sounders</i></p> <p>Ability to operate the equipment and apply the information correctly</p>	<p>Examination and assessment of evidence obtained from one or more of the following:</p> <p>.1 approved in-service experience</p> <p>.2 approved training ship experience</p> <p>.3 approved simulator training, where appropriate</p> <p>.4 approved laboratory equipment training</p> <p>using chart catalogues, charts, nautical publications, radio navigational warnings, sextant, azimuth mirror, electronic navigation equipment, echo-sounding equipment, compass</p>	<p>The information obtained from nautical charts and publications is relevant, interpreted correctly and properly applied. All potential navigational hazards are accurately identified</p> <p>The primary method of fixing the ship's position is the most appropriate to the prevailing circumstances and conditions</p> <p>The position is determined within the limits of acceptable instrument/system errors</p> <p>The reliability of the information obtained from the primary method of position fixing is checked at appropriate intervals</p> <p>Calculations and measurements of navigational information are accurate</p> <p>The charts selected are the largest scale suitable for the area of navigation, and charts and publications are corrected in accordance with the latest information available</p> <p>Performance checks and tests to navigation systems comply with manufacturer's recommendations and good navigational practice</p>

Figure 1 - STCW A-II/1 Specification of minimum standard of competence

The A-II/1 annex contains 4 columns, column 1 being the topic. Column 2 listing what the trainee should be able to perform after the skill is acquired. Column 3 lists the method for demonstrating competence, namely where the trainee should perform this task (on land, at sea, or in a simulator), also mentioned is the required equipment for the task. Lastly in the final column what criteria the training officer should take into account when assessing the knowledge level of the trainee, in this example - for position fixing the trainee should take into account the most appropriate for the prevailing conditions, within an acceptable error margin.

2.2.4 Training Record Book

The Training Record Book in large part builds on the same competences contained in the table mentioned above, however they will be listed in a much more user-friendly format so that the training officer can initial and both trainee and trainer can keep track of which tasks remain to be discussed. A sample of the ISF training book can be seen below.

There are 2 boxes next to each task, where the trainer can then initial once the trainee has demonstrated their competence. Once most of the tasks have been completed the training officer or Master can then sign off on the whole section, and/or write further advice for improvement.

Example of how to complete the List of Training Tasks and Competences Achieved:

Ref No	Training	Evaluation		Considered Competent
1.	Competence: Plan and conduct a passage and determine position			Officer's Initials/Date
1.6	Recognize conspicuous objects and other terrestrial aids to navigation in daylight and at night	Criteria: When visibility allows, sufficient objects or aids are identified to determine the position of the ship safely.		CM 20.10.96
	Task/Duty	Officer's Initials/Date	Officer's Initials/Date	Advice on Areas for Improvement
.1	Perform look-out duties and report objects in degrees or points on the bow	OB 9/9/96	OB 16/9/96	
.2	Identify aids to navigation including lighthouses, beacons and buoys	CM 10.11.96	OB 17/10/96	
.3	Identify star constellations and stars of first magnitude and learn to use star chart	CM 20.9.96	OB 19/10/96	
.4	Practise compass bearings and visual fixes	OB 9/9/96		
.5	Demonstrate a knowledge of the IALA system of buoyage	OB 5/9/96	CM 18.10.96	
				More practice on star recognition needed CM
				Learn top marks of buoys OB

Figure 2 - Training Record Book example

2.2.5 Onboard Training

Part A of the STCW code contains additional provisions in regards to how the onboard training is carried out. The guidance mentioned in part B, is not a mandatory provision however will be covered under this heading.

Every candidate for certification as officer in charge of a navigational watch of ships of 500 gross tonnage or more whose seagoing service, in accordance with paragraph 2.2 of regulation 11/1, forms part of a training programme approved as meeting the requirements of this section shall follow an approved programme of onboard training which:

1. ensures that, during the required period of seagoing service, the candidate receives systematic practical training and experience in the tasks, duties and responsibilities of an officer in charge of a navigational watch, taking into account the guidance given in section B-II/1 of this Code;
2. is closely supervised and monitored by qualified officers aboard the ships in which the approved seagoing service is performed; and
3. is adequately documented in a training record book or similar document.

Part B goes more into the details. It is expressed here that each training phase should have clear objectives on what competence is to be achieved by the end of each phase.

Then, it goes into the various roles of all individuals involved in the process. It is very clearly stated that out of all these players, the trainee should be aware of the onboard training officer and the company training officer. The Company Training Officer is responsible for overall administration of all the trainees onboard, and monitoring the overall progress of trainees, also providing a link between the company and maritime colleges. The shipboard training officer is responsible for ensuring the training book is filled out at regular intervals, and making sure the trainee is given ample opportunity to acquire and demonstrate their knowledge, taking into account the operational constraints of the vessel. The Master is the link between the shipboard training and vessel, stepping in as the shipboard training if necessary. And finally, and perhaps most importantly the trainee, who must make the most out of his time onboard while ensuring the Training Record Book is filled out accordingly. It is very clearly seen, that this is not a “one man show”, all players of the organization must come together to offer a quality experience for the future officer.

The code then goes on, into assessment and evaluation and lists 5 ways of doing so:

1. direct observation of work activities (including seagoing service);
2. skills/proficiency/competency tests;
3. projects and assignments;
4. evidence from previous experience;
5. written, oral and computer-based questioning techniques (International Maritime Organization, 2011)

One or more of these methods should be used to conduct a proper evaluation.

2.3 Previous research

2.3.1 Time spent on the bridge

One paper published by the Japanese Institute of Navigation, introduces 4 case studies with total of 12 interviews in which multiple cadets are trained on a variety of different ships. It was discovered that the 1/3 ratio concept where the cadet spends 1/3 time on deck, 1/3 split between bridge and deck work, and the last 1/3 on the bridge was by far the most optimal. (Japanese Institute of Navigation, 2008)

In a study from Romania with 245 participants 4 hours bridge work/4 hours deck for the first 6 months, then 80% on the bridge and the remaining 20% shadowing the 3rd Officer in his overtime duties was suggested based on the feedback from the survey. (Barsan, Key Roles played by Shipping Companies, 2010)

In another Romanian study with 650 respondents it was remarked that the balance of deck/bridge duties was particularly sub optimal, when the cadets switched companies or ships multiple times. (Barsan, Study regarding the cadets and young officers' activity onboard ships, 2012)

Most importantly, as one Indian study put it adequate time for self-study should also be set aside. (Gupta, 1999)

2.3.2 Background of the trainer

In the paper published by the Japanese Institute of Navigation, it is believed by the authors, that educational background was the main driving force in the knowledge transfer process based on the 4 case studies. That is if the student and cadet are from the same educational background, then it is thought that this is the best-case scenario. However, if for example the training officer spent the majority of his cadetship performing mainly deck duties, he will expect the same of his trainee. (Japanese Institute of Navigation, 2008)

2.3.3 How cadets are trained

In the first Romanian study with 245 participants it was remarked in multiple interviews that in most cases cadets must learn by themselves, shadowing their senior counterparts on the job. (Barsan, Key Roles played by Shipping Companies, 2010)

In an Indian study it was added that excessive interference of senior officers in the learning process, was detrimental. (Gupta, 1999)

2.3.4 Presence of Training Officer

In the Romanian study it was discovered that 40% of ships the trainees had embarked had no training officer. It was unclear whether the other officers stepped in to share the duties of this role. (Barsan, Key Roles played by Shipping Companies, 2010)

2.3.5 Practice with Training Record Book

Only a small portion of cadets had fully completed the Training Record Book. Most of them were only 50-60% completed. This is not only the fault of the cadet, but the training officer as well. (Barsan, Study regarding the cadets and young officers' activity onboard ships, 2012)

3 Method

In this study I used a quantitative method to gather responses to questions regarding the presence and rank of the training officer, the ratio of cadet's time spent on the bridge, and the method of training onboard different types of vessels. In the final question I used a qualitative method to gauge the challenges associated of training deck cadets onboard – to give the officers the opportunity to reflect on any other issues not mentioned in the quantitative portion.

The target group was specifically addressed to licensed deck officers of any experience level.

The questionnaire responses were gathered using the website [surveymonkey.com](https://www.surveymonkey.com), and was spread via the school's student union - ENÅ's Facebook page. The survey was also sent to the student union's president, to spread to the respective class representatives. Unfortunately, due to not having access to a Novia email account, the survey was not sent out to all students.

The questionnaire was made public at the beginning of May, and was closed at the end of July.

A total of 22 answers were gathered during this time.

4 Results and interpretation

The results are presented using [SurveyMonkey.com](https://www.surveymonkey.com)'s own diagrams and tables, which contains a bar graph and a precise breakdown of results – both number and percentage.

4.1 Age

The average age of all participants was 30 years, 85% of them being over 25.

4.2 Years at sea

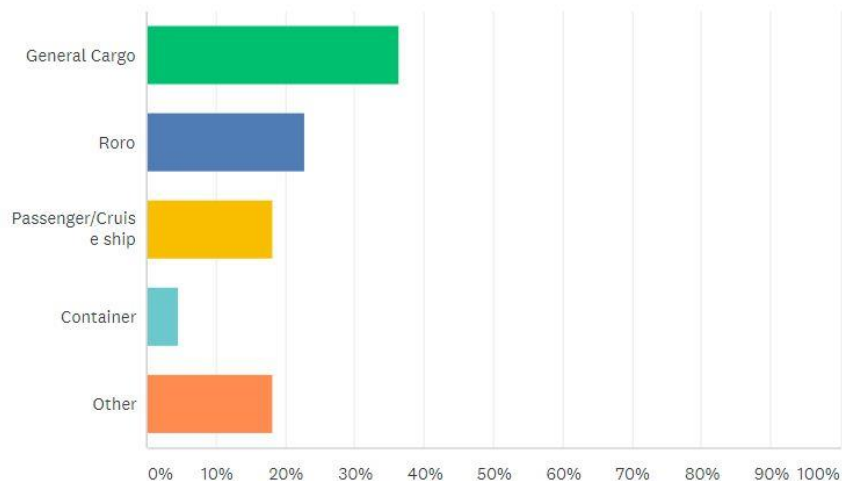
The average number of years at sea was 7, with 91% with more than 5 years at sea.

4.3 Type of ship

Most participants have worked/are working on cargo vessels, with 36% from General Cargo, 23% Roro, 5% Container, 18% Passenger/Cruise Ship and 18% other.

What type of ship are you currently working on?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ General Cargo	36.36%	8
▼ Roro	22.73%	5
▼ Passenger/Cruise ship	18.18%	4
▼ Container	4.55%	1
▼ Other	18.18%	4
TOTAL		22

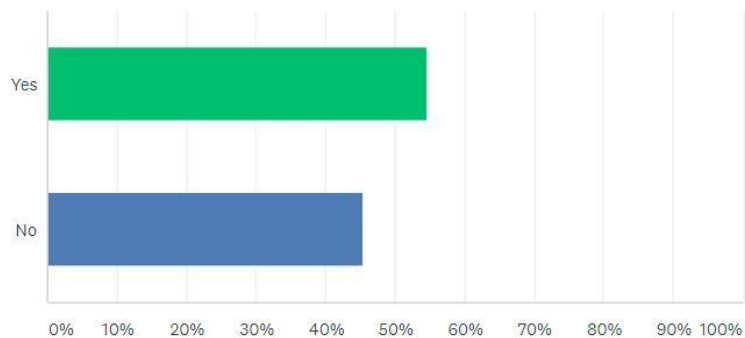
Table 1 Ship type

4.4 Presence of designated training officer on board

55% have a training officer onboard, with the remaining 45% not having one at all.

Is there a designated training officer on board?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	54.55%	12
No	45.45%	10
TOTAL		22

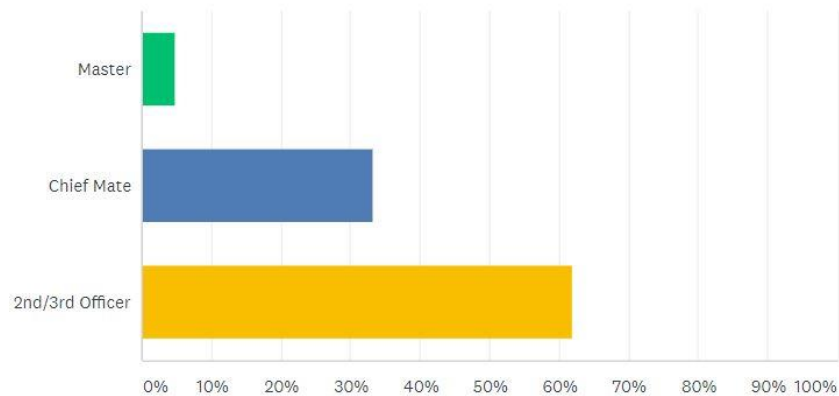
Table 2 – Presence of training officer

4.5 Training officer on board

62% of all respondents answered that a junior officer (2nd/3rd officer) was the training officer onboard, 33% the chief, and in one case the Master.

Who is the training officer on board?

Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES
▼ Master	4.76% 1
▼ Chief Mate	33.33% 7
▼ 2nd/3rd Officer	61.90% 13
TOTAL	21

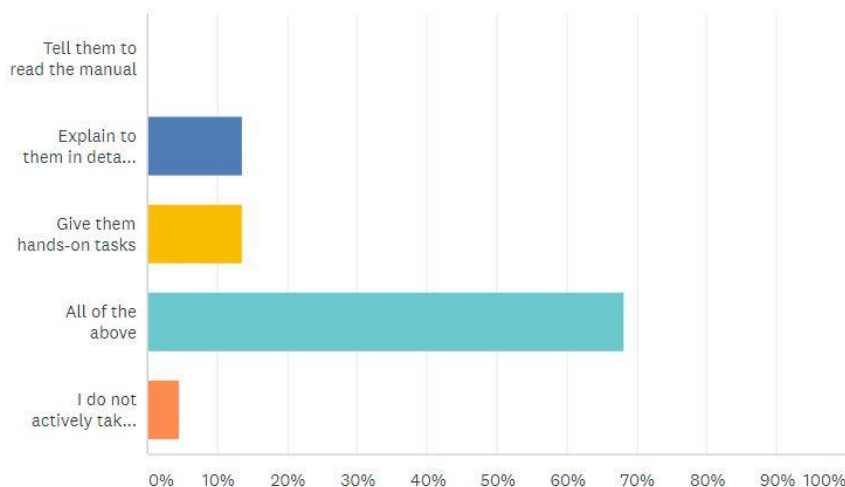
Table 3 Training officer rank

4.6 Method of training cadets

68% of all answers, stated that the trainers used all the above techniques (Giving hands-on tasks, explaining in detail, and telling them to read the manual) with 14% giving only hands on tasks, and 14% explaining everything in detail. None of the officers told the trainee to read the manual.

How do you train cadets?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Tell them to read the manual	0.00% 0
▼ Explain to them in detail about procedures/equipment	13.64% 3
▼ Give them hands-on tasks	13.64% 3
▼ All of the above	68.18% 15
▼ I do not actively take part in the training	4.55% 1
TOTAL	22

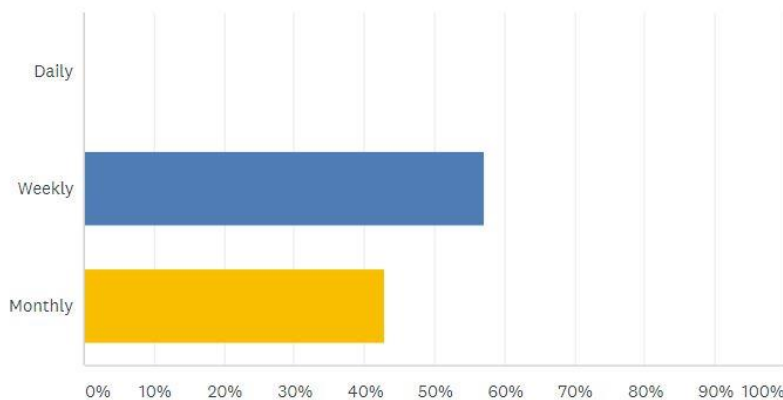
Table 4 Method of training

4.7 Frequency of Training Record Book review

57% of officers reviewed the book weekly, while the remaining 43% only checked it monthly.

How often do you review the training book?

Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES
▼ Daily	0.00% 0
▼ Weekly	57.14% 12
▼ Monthly	42.86% 9
TOTAL	21

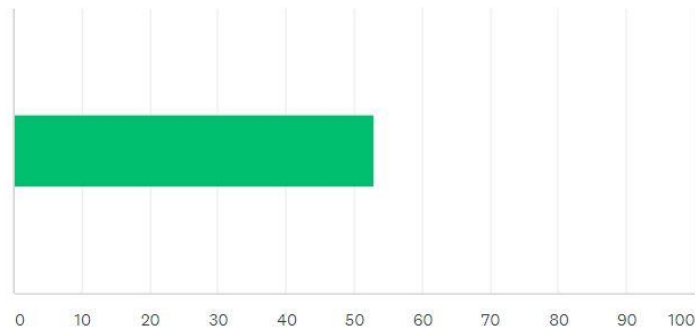
Table 5 Training book review

4.8 Percentage of time on the bridge

The average sea time spent on the bridge by trainees was 53%, so it is unclear whether the trainee is spending 6 months or more than half of their daily schedule on the bridge. Either way we can conclude that this is in line with the STCW recommendation.

What percentage of their training do cadets spend on the bridge?

Answered: 21 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	53	1,110	21
Total Respondents: 21			

Table 6 Time on the bridge

4.9 Challenges training cadets

In the qualitative portion of the questionnaire, the officers were asked to summarize in their own words, what challenges they faced in regards to onboard training.

Most answers mentioned the lack of time due to a shortage of manpower, or due to a busy schedule. Negative attitude or lack of motivation of the trainee was also a common challenge, with some of them there just “to get the sea time”. The level of theoretical knowledge of trainees was also not up to par, with one officer mentioning that they were “spending time on basic stuff should have been done in the classroom”. Further issues were the lack of reward for the training officer, trainees used for other tasks not pertaining to their officer training, and the lack of anything interesting to teach due to long harbor stays, or not much traffic. One officer even mentioned the difficulty of training someone, when he himself was inexperienced and still familiarizing with the ship.

5 Analysis

The research questions were mentioned in “1.1 Objective and research questions” were:

1. Is there a designated training officer on board?
2. Who is the training officer on board?
3. How are cadets trained?
4. How often do you review the training book?
5. What percentage of their training do cadets spend on the bridge?
6. What is the correlation between ship types and rank of training officer?
7. How are ships complying with STCW (both mandatory and non-mandatory provisions) with regards to trainees?

5.1 Is there a designated training officer on board?

It was important to get an idea of how many ships have a designated training officer onboard as this is the key to the whole onboard training process. It is not a requirement in STCW, as it only mentions a qualified officer to supervise the training record book.

The results indicate that 55% have a training officer onboard, with the remaining 45% not having one at all. This is in line with the results of the previous Romanian study, where 40% of vessels did not have a training officer. (Barsan, Key Roles played by Shipping Companies, 2010)

5.2 Who is the training officer on board?

The significance of this question was to find out exactly who is in charge of this task onboard, obviously the more experienced the officer, the better. It can of course be a team effort, and in my own professional experience a senior officer will usually supervise the whole process, with the junior officers providing the bulk of the actual one on one teaching.

62% of all respondents answered that a junior officer (2nd/3rd officer) was the training officer onboard, 33% the Chief Officer, and in one case the Master which is in line with my own experience but unfortunately, I could not find any research to compare my results with.

5.3 How are cadets trained?

Following the recommendation of the STCW code, part B I was interested to know how the training officers were engaging the trainees. The recommendation in the code is to use one or more methods:

1. direct observation of work activities (including seagoing service);
2. skills/proficiency/competency tests;
3. projects and assignments;
4. evidence from previous experience;
5. written, oral and computer-based questioning techniques (International Maritime Organization, 2011)

68% of all answers, stated that the trainers all techniques mentioned in the questionnaire such as giving out projects, hands on tasks, and using technical manuals, with 14% giving only hands on tasks, and 14% explaining everything in detail.

In the Romanian study with 245 participants this was not the case, as the author remarked many trainees had remarked the lack of any sort of initiative on the training officer's part. (Barsan, Study regarding the cadets and young officers' activity onboard ships, 2012)

The results are quite promising however there is evidence to the contrary. It was mentioned in the “challenges” section, by a few officers that there is not necessarily enough time to train onboard. Perhaps further clarification or fine tuning of the question would have been necessary to get a better picture of the situation.

5.4 How often do you review the Training Book?

While it is not mandatory to do a review of the Training Record Book periodically, it is still required to document the onboard training process as such. In order for this to be a systematic and organized process, it is good practice to have weekly and monthly reviews by the training officer and Master respectively (seen below in the ISF Training Book). In this case the training officer and trainee can ensure that a good majority of tasks are finished, to avoid any situations such as mentioned in the Romanian study with 650 respondents where most Training books were only half completed.

Designated Training Officer's Review of Training Progress

This table should be completed weekly or at such intervals as the trading of the vessel allows. Comments should only relate to the cadet's practical progress and competence and should *not* refer to character.

Ship	Comments	Name in BLOCK CAPITALS	Initials	Date

Figure 3 - Training Record Book Weekly Review

Master's Monthly Inspection of Record Book

Comments should only relate to the cadet's practical progress and competence and should *not* refer to character.

	Ship	Comments	Master - Name in BLOCK CAPITALS	Master's Initials	Date	Ship's Official Stamp
1						

Figure 4 - Training Record Book Monthly Review

In the survey 57% of officers reviewed the book weekly, while the remaining 43% only checked it monthly. Unfortunately, it was not clarified in the question, who is actually checking it and how thoroughly they are going through the material.

5.5 What percentage of their training do cadets spend on the bridge?

The guidance from the STCW convention clearly states:

“Have performed, during the required seagoing service, bridge watchkeeping duties under the supervision of the master or a qualified officer for a period of not less than six months.”

(International Maritime Organization, 2011)

The average of the time spent on the bridge by trainees was 53%, however 24% of the trainee's spent less than 50% of their training on the bridge meaning there is still room for improvement. In this case the questionnaire did not take into account the time on average each cadet spends on the vessel, which is crucial - considering the training process “restarts” on each vessel. This agrees with the results of the previous research, where the authors recommended that during the end of the training period, the trainee spends 60-80% of their time on the bridge.

5.6 What is the correlation between ship types and rank of training officer?

In order to find a correlation between a specific type of ship, and rank of training officer it was necessary to manually compile the data. For most ship types I was not able to make a conclusion based on the number of answers, however for General Cargo and Roro vessels one can clearly see that the 2nd/3rd mates are the ones taking the majority of the responsibility for training.

It would have been interesting to know the size of the ships, both lengths overall and manning, in order to compare similar sized vessels.

	Master	Chief Mate	2 nd /3 rd mate
General Cargo	-	3	5
Roro	-	-	5
Other (not specified)	1	1	2
Container	-	-	1
Cruise/Passenger	-	2	1

Table 7 - Training officer rank

6 Critical Examination and Discussion

6.1 Problems

The main issue with this paper, was the gathering of enough responses. Unfortunately, only 22 responses were gathered in a time frame of a few weeks. Due to the fact that the focus group of deck officers in Finland is quite small (in comparison with other industries), it would have been necessary to gather more data to get an accurate result.

The survey was posted onto the school's student union Facebook page, however it could have also been sent to various other school and shipping companies in the maritime cluster to get more responses.

6.2 Future

I believe that in the future a larger scale study should be conducted in order to get a good picture of issues that are affecting the quality of training onboard. We are already aware of a few of these issues highlighted due to the few studies that have already been published.

Gaining insights from “4.9 Challenges training cadets” is a good starting point for future studies. These could potentially investigate how to make officers more accessible to trainees despite the schedule restraints, and to make them more motivated and qualified to train. The feasibility of a “train the trainer” operational level course could also be studied. A few officers mentioned that there were times where there was nothing to teach the trainee, however this “down time” can be always be utilised to discuss various scenarios such as contingencies.

From the side of the trainee, there are clearly gaps of knowledge in some trainees which due to their level of experience is hardly surprising. The will to learn, and interest in the subject matter is perhaps most important in this case, however this also highlights the importance of academic studies in the whole process.

Ultimately, I would recommend a course to be introduced in the operational level studies. One that would successfully coach the future officer to be able cope with the provisions of STCW mentioned above, and to be a fair, professional and informative mentor.

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7.1 Figure sources

Figure 1 - STCW A-II/1 Specification of minimum standard of competence - International Maritime Organization. (2011). *STCW*. London: International Maritime Organization.

Figure 2 - Training Record Book example International Shipping Federation. (1996). *Record Book for Deck Cadets*.

Figure 3 - Training Record Book Weekly Review International Shipping Federation. (1996). *Record Book for Deck Cadets*.

Figure 4 - Training Record Book Monthly Review International Shipping Federation. (1996). *Record Book for Deck Cadets*.

8 Appendix

8.1 Questionnaire

* 1. What is your age?

* 2. How many years have you been at sea?

3. What type of ship are you currently working on?

- General Cargo Container
 Roro Other
 Passenger/Cruise ship

4. Is there a designated training officer on board?

- Yes
 No

5. Who is the training officer on board?

- Master
 Chief Mate
 2nd/3rd Officer

6. How do you train cadets?

- Tell them to read the manual All of the above
 Explain to them in detail about procedures/equipment I do not actively take part in the training
 Give them hands-on tasks

7. How often do you review the training book?

- Daily
 Weekly
 Monthly

8. What percentage of their training do cadets spend on the bridge?

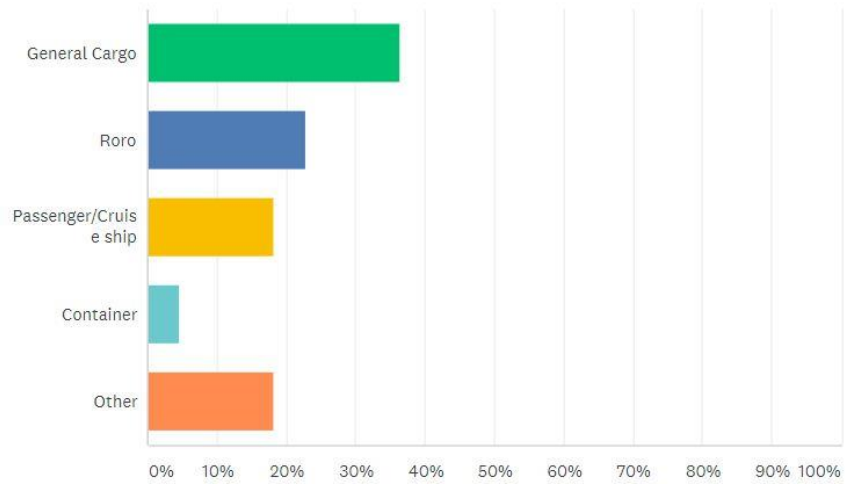
0 100

9. What are the challenges training cadets?

8.2 Responses

What type of ship are you currently working on?

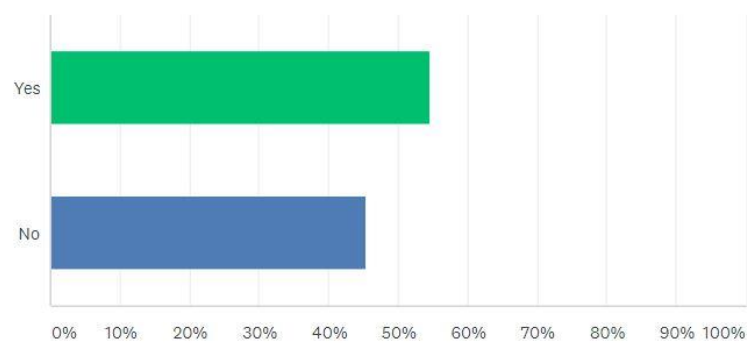
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
General Cargo	36.36% 8
Roro	22.73% 5
Passenger/Cruise ship	18.18% 4
Container	4.55% 1
Other	18.18% 4
TOTAL	22

Is there a designated training officer on board?

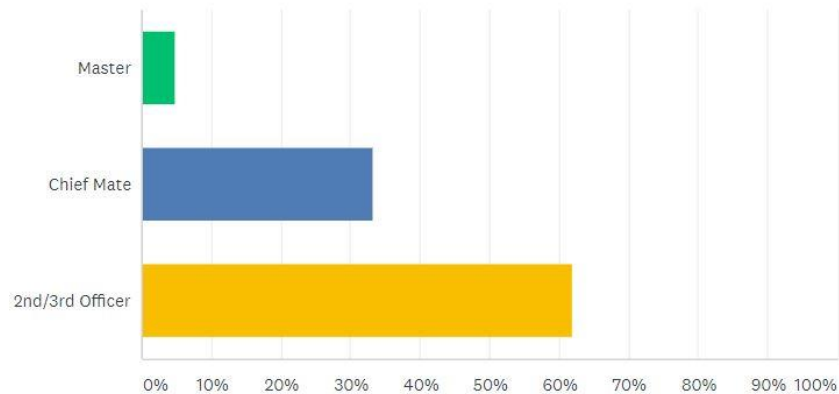
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	54.55% 12
No	45.45% 10
TOTAL	22

Who is the training officer on board?

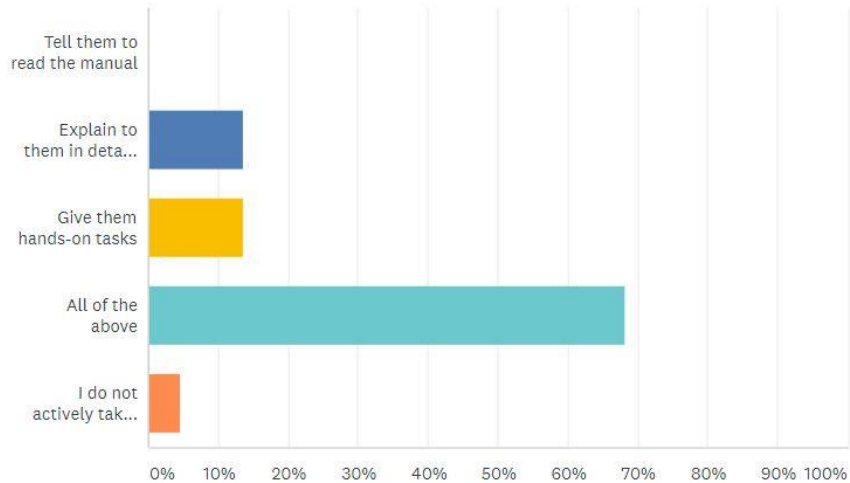
Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES
▼ Master	4.76% 1
▼ Chief Mate	33.33% 7
▼ 2nd/3rd Officer	61.90% 13
TOTAL	21

How do you train cadets?

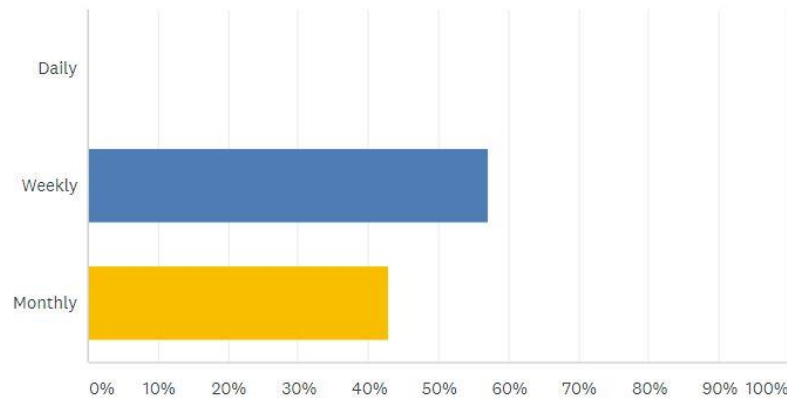
Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Tell them to read the manual	0.00% 0
▼ Explain to them in detail about procedures/equipment	13.64% 3
▼ Give them hands-on tasks	13.64% 3
▼ All of the above	68.18% 15
▼ I do not actively take part in the training	4.55% 1
TOTAL	22

How often do you review the training book?

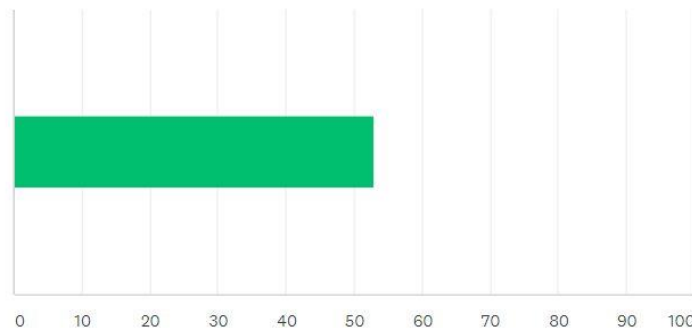
Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES
▼ Daily	0.00% 0
▼ Weekly	57.14% 12
▼ Monthly	42.86% 9
TOTAL	21

What percentage of their training do cadets spend on the bridge?

Answered: 21 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	53	1,110	21
Total Respondents: 21			

What are the challenges training cadets?

Time-keeping, Working, partly English Language, Standard jobs for an Officer, Route-planning

Finding time to teach them

Cadets attitudes in some cases: "I'm studying to be a captain therefore I don't do deckhand things"-attitude or older cadets tend to have an "I know everything, don't you young boy tell me what to do"-attitude. Cadets knowledge levels of seafaring vary very much from cadet to cadet and from what school they are has an effect. Sometimes lack of time is a challenge due to busy schedule. Sometimes the route is short or otherwise "easy" (e.g. no other traffic, long straight leg, long harbour times) that it gives the cadet the misleading picture of what it is like to work as an officer.

Small crews--> too much work and too little time. Sometimes cadets used for other tasks instead of officer training. Lack of motivation to teach when there are so many cadets. No rewards for being in charge of cadet training.

Too little time, too little energy

Being unexperienced as an officer and learning myself at the same time as I'm supposed to teach a cadet. Finding jobs for the cadet that are worth doing instead of just wasting the cadets time.

Their motivation sets limit to what kind of tasks they are given, if someone is not motivated and is onboard only to get sea days I have very little interest in giving them nice or special tasks

The lack of motivation from cadets

To train some one that doesn't show own interest

Very low knowledge level when starting the onboard training. Spending time on basic stuff that should have been done in the classroom, as it used to be.

Time

Getting familiarized with the ship and equipment

Different training methods/requirements between vessels.

Lack of knowledge, usage of mobile phones during working hours, lack of motivation, the list is too long.....