

## **TAILORMADE MARITIME INSTRUCTION**

In addition to its standard courses, the Maritime Academy of Nova Contract Opleiding & Training also develops and administers courses in which experts from a range of nautical disciplines and behavioural sciences combine their knowledge and expertise. Below, various examples of tailor-made maritime instruction are described.

### **Dealing with the Dutch**

#### *Problem*

The Amsterdam-based Spliethoff shipping firm trains future officers in the Philippines to work on Dutch ships. This involves Philippine students sailing for 6 months on Dutch ships. With the first group of trainees there were problems involving their tasks. For this reason, Spliethoff requested the Maritime Academy to develop a course to enable the Philippine students to refresh their maritime skills.

#### *Solution*

The Maritime Academy took stock of the problem with the help of firm, supervisory personnel on board and the students themselves. Then, a tailor-made course was devised in which the students were given supplementary instruction using simulators, with the goal of bringing them up to the level of their Dutch counterparts. The course, which is competitive in nature, takes four weeks and is given at the Maritime Academy. It enables students, from the very first day, to learn much about everyday life and the culture in the country in which they have chosen to work.

### **Hydrofoil craft for inland waterways**

#### *Problem*

'Fast flying ferries' from the Connexion company transport passengers across the North Sea Canal from Velsen to Amsterdam and back. The trip takes about a half hour. At the helm are experienced inland navigators. The high speed of the ferries, calls for shipmen with special technical knowledge. Connexion asked the Maritime Academy to come up with a special supplementary programme to enable its inland navigators attain optimal proficiency for piloting the hydrofoils.

#### *Solution*

The Maritime Academy mapped out the knowledge deficiency of the shipmen by 'looking over their shoulders' while they were at work. In addition, they inventoried the need for extra training at Connexion. It soon became clear what needed to be improved, and what aspects needed to be highlighted for the shipmen. These points had mainly to do with the fact that hydrofoil is two boats in one: while sailing at high speed on its wings it is an entirely different vehicle from when it has its whole fuselage in the water. In addition, a good understanding of how people behave in large groups is important, for example, in the event of panic due to an emergency situation. The Maritime Academy developed a nine-day basic course, as well as a yearly four-day refresher course.

### **Basic Safety Training in Suriname (formerly Dutch Guiana)**

#### *Problem*

Tankers from Suriname's national petroleum company transport a dangerous substance as their cargo. For this reason, the petroleum company decided it should have its crews take a basic course in safety at the same internationally recognised level as the STCW basic training given in the Netherlands at the Maritime Academy.

### *Solution*

The Maritime Academy looked into whether the STCW basic training could also be administered in Suriname. The Maritime Academy has a practice location in IJmuiden which is also used for the STCW course. Two Maritime Academy staff have built such a facility in Parimaribo, Suriname. The normal standard has been translated into a version appropriate for Suriname crews, with a quality level that is comparable to the course given in the Netherlands.

## **Dealing with shipping accidents**

### *Problem*

European inland waterways are becoming increasingly busy. The result: an increasing danger of accidents. The Dutch River Police have a great deal of knowledge and expertise with regard to shipping. However transporting people or cargo is not their 'core business.' To supplement the knowledge/expertise of river police in this area, the River Police Service of the National Police Agency called on the help of the Maritime Academy.

### *Solution*

The Maritime Academy surveyed opinions regarding the need for supplementary instruction on the part of training coordinators and accident analysts at the River Police. Future course participants were also asked about their expectations from the training programme; as core instructors, it is these people who will be disseminating their knowledge throughout the organisation. The course's objective is to ensure that the River Police learn to pose questions at the same level as those they will encounter on board. To this end, the knowledge of practical specialists and behavioural scientists combined to form a tailor-made course.

## **Tailor-made combinations created from existing courses**

### *Problem*

For its seafaring personnel, The Royal Netherlands Military Constabulary needed a programme of supplementary training in, amongst other areas, those of on-board healthcare, the basic navigation licence, maritime safety and knowledge about motors. For some portions of the programme, proof of participation is sufficient, whilst for others a legal certificate is required.

### *Solution*

The Maritime Academy analysed the Constabulary's package of wishes and inventoried which legal certificates the Constabulary wanted to link to the different portions of the training programme. As a result, a tailor-made programme was created drawing on the relevant training products in the modules Seafaring and Inland Navigation.

## **Safety in the ports of Amsterdam**

### *Problem*

The Amsterdam Employers' Association (ORAM) needed a way to provide a safe working environment for personnel in the ports of Amsterdam, and for this reason the port authorities established a quality system which includes the Contractors' Safety Checklist (VCA) course. The ORAM asked the Maritime Academy to devise a VCA training plan in which the standard VCA course would be modified to take the ports environment into account.

### *Solution*

As Port authority personnel were not expected to find much with which they were familiar in examples drawn from the work of plumbers or glass washers, the MARITIME ACADEMY made additions to existing VCA course modules specifically having to do with work in a port. And so that this material could be as effective as possible, the corresponding in-company courses were lengthened from one to two days. The high success rate of the course (99%) is proof of the efficacy of this approach.

## **Individual tailor-made courses**

### *Problem*

Those with years of experience in the maritime world do not always possess the right documentation to, for example, advance themselves within their present organisation, or to seek employment elsewhere.

### *Solution*

The Maritime Academy organises individual course trajectories. Based on an intake interview, and a knowledge/expertise test, a Personal Training Plan is created. Participants are trained individually and/or join existing courses. A personal coach accompanies them along the way to the level needed before the next career step can be taken.

## **Train the trainer**

### *Problem*

The National Nautical Traffic Service Training Course (NNVO) provides a training programme for sea and inland-waterway traffic controllers. For the most part, the courses are given by experienced traffic controllers. The NNVO asked the Maritime Academy to develop and supply a course in didactics for simulator instructors.

### *Solution*

Being a good traffic controller does not automatically make one a good instructor. In addition to a thorough knowledge of the work of the traffic controller, understanding group dynamics is also important. To improve the didactic skills of the instructors, the Maritime Academy developed a five-day course: Didactics for Simulator Instructors, including practical exercises for those giving the course. The Maritime Academy regularly employs this *train the trainer* principle with positive results in its tailor-made courses. Traffic controllers in other countries have also expressed interest in the course.

## **Our role as consultants**

### *Problem*

The Dutch Navy has its own training programmes specially intended for its staff. The corresponding diplomas are not recognised in the civil sector. The Maritime Academy has been asked to assess the value of such programmes in the civil sector.

### *Solution*

The Maritime Academy compared all of the Navy's internal training courses with corresponding ones in the civil sector and identified the similarities and differences. The result: the gap has been bridged between training programmes within and without the Navy, so that those trained within the Navy now know exactly what they possess in knowledge and expertise and what they would need additionally if they should seek a career outside the Navy.