

**TRAINING NEEDS ASSESSMENT OF
NMP INSTRUCTORS, ASSESSORS AND SUPERVISORS**

An Executive Summary

**Maritime Research Section
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1. Maritime educators play a very critical role in developing highly competent seafarers, in whose hands lie the safe operation of ships and protection of marine environment. Taking on this great responsibility of honing the competencies of seafarers dictates that maritime educators must be appropriately qualified for the type of and level of training and assessment involved. However, the country's pool of maritime educators is a combination of experienced seafarers and other professionals. Some of them join the teaching profession without a solid background on teacher education while others have no maritime education background. Given the diversity of educational preparations and experience of maritime educators brought out the need for career development programs for maritime educators. These are programs designed to enhance their knowledge and skills through better understanding of effective instructional strategies in a maritime context. While maritime educators have the IMO Model Courses 6.09 and 3.12 but the varied KSAs required of them cannot be provided by these courses alone. There is therefore a need to develop other training programs that will address the needs of maritime educators to make them more effective in their work. Prior to developing training/developmental programs to enhance quality of maritime educators, it is foremost that their needs are identified because it is believed that any intervention given is most effective when based on assessment of priorities and context of instruction. In this context, the NMP being a prime mover in faculty development conducted this study initially for its instructors, assessors and supervisors.
2. Generating information on the training gaps and needs of NMP instructors, assessors and supervisors could serve several purposes - as basis in the enhancement of existing programs/policies of NMP (Shipboard Rotation Program, Staff Development, etc), formulation of a career development plan, training programs and policies. Data gathering was conducted from September to October 2014 with total respondents of 25 teaching staff consisting of 15 regular/permanent and 10 guest instructors/assessors.
3. Findings of the study :
 - Profile of NMP teaching staff revealed that they are in their fifties, married and come from Region VIII. All 25 teaching staff perform the role of instructor, 15 are assessors, and 6 are supervisors. They have been with NMP for 15 years and more.

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- The level of KSA as indicated by their professional qualifications and level of competence on activities related to their jobs revealed the following :
 - On their professional qualifications, the study found that respondents have varied educational background; they are holders of professional licenses for operational level officers and engineers; and few have Certificates of Competency. In addition, majority have acquired sea experience either in domestic or overseas ships yet only few sailed in the last five years (2010-2014) where they occupied officers' positions aboard different ship types. In terms of experience as instructor and assessor, regular teaching staff has longer experience than guest instructors/assessors. On the other hand, supervisors have performed supervisory functions for more than 5 years. Furthermore, respondents attended various trainings related to their being instructors and assessors but none for their being supervisors. The top five trainings attended are IMO Model Courses 6.09, 6.10 and 3.12, BT, PSCRB, AFF, and MEFA.
 - Respondents have reasonable level of proficiency on activities related to their jobs as instructor, assessor and supervisor. They assessed themselves as being proficient in most of the tasks required of them. Conversely, there are some notable areas indicated by respondents with moderate to low level of competence which would be needing interventions or reinforcements in order to improve performance, as follows:
 - Instructor-respondents : use of productivity tools such as MS Excel and Word; familiarity with ILO Conventions; performing pedagogic evaluation of learning materials; writing lesson objectives; developing lesson plans and guidance for instructors; preparing a course schedule; identifying performance objectives; developing syllabus based on learning objectives; formulating purpose and aim of the training program; and developing case studies, scenarios and exercise instructions.
 - Assessor-respondents : questioning technique both written and computerbased method; and selecting & using appropriate assessment methods to evaluate student learning.

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- Supervisor-respondents : awareness on accounting rules and regulations particularly on disbursements; supervising conduct of assessment; proficiency in IMO and ILO Conventions; preparing guidelines for the proper use and maintenance of facilities and equipment; and assessing development of activities as basis for planning and reporting.
 - In addition to these areas needing interventions, respondents likewise identified their need for training on the following : trainings related to the training programs being handled such as tanker courses, automation and process control, MARPOL, and maritime law; actual ship operations on ECDIS and fast rescue boat; course design, management and supervisory, and trainings required for COC/COP.

To enhance level of competence, respondents' proposed measures are as follows: regular attendance to trainings/seminars/conferences & similar fora; continuous handling of assigned training programs; actual experience on ships; conduct of learning activities; and others. Likewise, respondents prefer to be sent out to trainings conducted by external training providers.

4. Given the results of the study, the following are recommended :
 - .1 A database on guest instructors/assessors should be in place to facilitate retrieval of data. It was observed in the course of the study that there is no personal data of guest instructors/assessors on file which made it difficult to locate their addresses. Information on schedule of embarkation and disembarkation should be among those included in the database for NMP to keep track of availability of guest instructor/assessor.
 - .2 Duties and responsibilities reflected in the Position Description Form of the teaching staff should be reviewed and revised/enhanced to take into account the three performance areas on course design, delivery and assessment. Likewise, these activities should be reflected on their Division/Section/Unit Action Plan and respective IPCR.
 - .3 The NMP, through the HRM and MTAD, should develop the career development plan of teaching staff to ensure that their skills and careers advance while at NMP.

While career is a personal-specific matter but the organization has also its role in assisting the career development of its personnel. A career development plan can take on the retention of employees.

.4 Review the Shipboard Rotation Scheme Program given the current age profile of the teaching staff who are low priority in terms of employment onboard ships.

.5 Teaching staff should be encouraged to affiliate with professional organizations and actively involved in its activities for them to keep in touch with developments in their field.

.6 A standard supervisory training should be developed and a corresponding policy should be in place requiring Supervisors to attend the supervisory training as part of induction process.

.7 Review and enhance policies in the conduct of training services taking into account the necessity of instructors and assessors to continuously handle their assigned training programs and the provision of training aids, facilities and hands-on simulator exercises to trainees.

.8 Instructors, Assessors and Supervisors should attend refresher trainings related to their training programs handled to keep them updated with latest developments.

.9 A regular sharing of information/learning sessions/technical meetings be scheduled by MTAD to discuss updates and new developments in the maritime industry. Discussants may come from invited resource persons and MTAD or MRDD personnel.

.10 Study the possibility of faculty cross-posting or engaging in Faculty Exchange Program with other MTIs or MHEIs.