

## OBT IN TIME OF COVID 19 PANDEMIC

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Since the outbreak of COVID-19 in February 2020, the global maritime trade plunged by 9% in 2020, an unprecedented loss since the trade decrease triggered by the 2008 financial crisis. In addition to the disruptions of supply chains and decline of transportation sectors brought on by the pandemic, surging nationalism and protectionism, the retreat of globalization, and calls for more diversified global value chains and decoupling of economies have heightened the adverse impacts on survival and sustainable growth of the shipping industry. As a result, many people have adopted a more pessimistic view, and predicted that “the short-term outlook for maritime trade is grim, and that the industry’s recovery is fraught with uncertainty,” according to one UNCTAD report. Some even proclaimed to “wave goodbye to the greatest era of globalization,” wrote The Economist in May of 2020 [1].

This article argues that the MET will have a strong and speedy recovery from the disruptions brought on by COVID-19. The adverse factors that the MET faces would be marginal rather than fundamental in nature.

The article provides recommendation for the **Simulator based training and evaluation by the consideration for sea time equivalence.**

### 1. Introduction

The direct comparing of cadet performance is rather tricky due to different reasons. The real efficiency assessors of training of prospective officers are acting ship's officers including masters and chief engineers. As they can offer the most competent opinion, their views should be taken into consideration as basic data for proposed research. As a result, we collect experts’ views by elaborating the concise and targeted questionnaire, which can be distributed during STCW courses conducted by IAMU universities. The data collected and coupled with views of university assessors could serve to create the expert model of training efficiency. As the structured source for this activity the TRB for prospective deck officers could be used [2].

### 2. Simulator based training and evaluation – Consideration for sea time equivalence.

Do all the competencies need to be assessed on board the ship during the OBT time? If not, could it be reasonable to reduce the OBT time for prospective officers substituting it by more effective training ashore? It could raise the level of the OBT quality. This issue can be explained by drawing out inferences from STCW Sec A chapter II Table A-II.

Below is the table containing details for the knowledge, understanding and proficiency. The columns are the various methods for demonstrating competency and the rows are the competencies to be evaluated for First COC [3].

S.NO	Competence	Approved in service experience	Approved training ship experience	Approved simulator training where appropriate	Approved laboratory equipment training	Practical training	Approved training on a manned scale ship model where appropriate
Function: Navigation at the Operational level							
01	Plan and conduct a passage and determine position	√	√	√	√		
02	Maintain a safe navigational watch	√	√	√	√		
03	Bridge Resource management	√	√	√			

04	Use of radar to maintain safety of navigation	√		√			
05	Use of ECDIS to maintain the safety of navigation		√	√			
06	Respond to emergencies	√	√	√		√	
07	Respond to a distress signal at sea			√		√	
08	Use of the IMO standard marine communication phrases and use of English in written and oral form					√	
09	Transmit and receive information by visual signalling			√		√	
10	Manoeuvre the ship	√	√	√	√		√
Function: Cargo handling and stowage at the operational level							
S.NO	Competence	Approved in service experience	Approved training ship experience	Approved simulator training where appropriate	Approved laboratory equipment training	Practical training	Approved training on a manned scale ship model where appropriate
11	Monitor the loading, stowage, securing, care during the voyage and the unloading of cargoes	√	√	√			
12	Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks	√	√	√			
Function: Controlling the operation of ship and care for persons onboard at the operational level							
S.NO	Competence	Approved in service experience	Approved training ship experience	Approved simulator training where appropriate	Approved laboratory equipment training	Practical training	Approved training on a manned scale ship model where appropriate
13	Ensure compliance with pollution prevention requirements	√	√				
14	Maintain seaworthiness of the ship	√	√	√	√		
15	Prevent, control and fight fires onboard	Section A-VI/3 Mandatory minimum training in advanced fire fighting					
16	Operate life-saving appliances	Section A – VI/2 Mandatory minimum requirements for issue of certificates of proficiency in survival craft, rescue boats and fast rescue boats					
17	Apply medical first aid onboard ship	Section A-VI/4 Standard of competence for seafarers designated to provide medical first aid onboard ship					

18	Monitor compliance with legislative requirements	Assessment of evidence obtained from examination or approved training			
19	Application of leadership and teamworking skills	Approved training	Approved in service	Practical demonstration	
20	Contribute to the safety of personnel and ship	Section A-VI/1 Mandatory minimum requirements for safety familiarization, basic training and instruction for all seafarers			

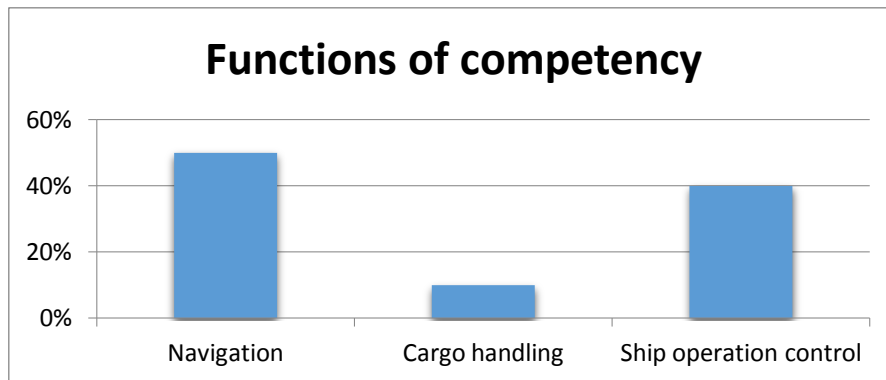


Fig. 1 The number in denominator indicates the number of competencies identified as per STCW for First COC for deck officer as per Table A II Sec A of the code. When such is the case, competencies that are learned and evaluated using simulator could be given a proportional sea time equivalence

### Conclusion

Maritime industry is evergreen industry providing opportunities to the stakeholders by its varied possibilities. The entire world is suffering from the Covid-19 pandemic lockdown and is struggling to come out from the situation. The article highlights the present mentality and economic status of mariners and the future of the students. Mariners reported that they have fewer sailing opportunities compared to the past. Many of the respondents were worried that this economic slowdown due to the pandemic had a huge impact on the industry in terms of less Liner schedules and reduced employment opportunities and poor practical exposure. Maritime students pointed out that they were unable to get the practical exposures to face the challenges and virtual education system gave fewer chances to learn the practical aspects. Maritime educators mentioned that less interaction between students resulted in negative impact on their competences. Maritime education institutions have to revise their mandatory policies to meet the changing trends in education sector. It concludes that both positive and negative aspects of this pandemic resulted in the tremendous changes in the maritime sector hugely in reduced possibilities in the economies of the maritime business ventures. Future economic prosperity of the world purely depends on the maritime industry and is going to contribute to the maximum sustainability of the world.

### REFERENCES

1. COVID-19 and maritime transport: impact and responses, United Nations Conference on Trade and Development (UNCTAD), 2020.
2. IAU-COVID-19 Global Impact Survey, the Impact of Covid-19 On Higher Education around the World”, International Association of Universities, UNESCO House, May 2020.
3. European Maritime Safety Agency, COVID-19 Impact on Shipping, 2021, file:///C:/Users/Ismail/Desktop/COVID%2019%20MAKALE/COVID19%20%20impact%20on%20shipping%20-%2011%20May%202021.pdf