Pilot Training in the Future

Rory Main
AMPI Training Advisory Board
Overview - Pilot Training in the Future

- Why support the implementation of the program.
- Clarifying the ‘Alternative Pilot Training Program’.
- AMPI’s lead role in developing and managing the program.
- Conclusion
Alternative Pathway

Bachelor of Applied Science (Pilotage)
- Port Experience
- Shipboard Experience
- Short Courses
  - BRM
  - AMPT
  - Manned Model
  - Ship Simulation
  - Hydrodynamics

Traditional Pathway

Master Unlimited
- Shipboard experience
- Masters Experience (preferred)
- Pilotage exemption (preferred)
- Short Courses (preferred)

Qualified to commence training as a marine pilot
## Australian Shipping Fleet

- **Number:** 20
- **Reference:** AMSA Ship Register (September 2015)

<table>
<thead>
<tr>
<th>Ship Name</th>
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<td>NORTHWEST SNIPE</td>
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<td>1990</td>
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<td>NORTHWEST SANDPIPER</td>
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<td>ICHTHYS EXPLORER</td>
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<td>Offshore support vessel</td>
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<td>SPIRIT OF TASMANIA II</td>
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<td>Ro Ro Ferry</td>
<td>1998</td>
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<td>SEAROAD TAMAR</td>
<td>149.38</td>
<td>Ro Ro Ferry</td>
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</table>
Factsheet: Coastal Shipping Reform

• Only 17% of Australia's domestic freight task is performed by coastal shipping. Despite a dramatic 57% growth in total Australian freight over a decade, the share carried by coastal shipping has plummeted. (fell from 27% in 2000 to 17% in 2012)

• The number of major Australian registered ships with licences to move coastal freight fell from 30 in 2006–07 to just 13 by 2012–13.

• While the number of vessels has marginally risen since the period of the Australian Sea Freight 2012–13 Report, deadweight tonnage has plummeted by 64% over the last two years.

Reference: Reform of coastal shipping: Fact Sheet, 7 January, 2015
## Demographics

### AMPA review of Pilot Ages in 2005

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<td>75</td>
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### Extrapolate these dates 10 years on

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</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>68</td>
<td>75</td>
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## Succession Planning

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<td>VIC</td>
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<tr>
<td>QLD</td>
<td>33</td>
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<tr>
<td>Total</td>
<td>68 +</td>
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</table>

## Increase in the number of pilots

<table>
<thead>
<tr>
<th>Year</th>
<th>No.</th>
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<tbody>
<tr>
<td>2005</td>
<td>209</td>
</tr>
<tr>
<td>2015</td>
<td>350</td>
</tr>
</tbody>
</table>

Growth: 67%
Maritime skills shortages

• Declining and ageing coastal fleet
• Significant cost disadvantage for Australian registered vessels
• A lack of fiscal incentives to invest in Australian registered ships
• An ageing workforce combined with insufficient recruitment and training
• Likely flow on effects of an ageing workforce to shore based jobs that rely on the maritime industry for recruits
• Potential limits to Australia’s ability to service international and domestic trade efficiently resulting from an inadequate pool of maritime skills

Reference: A framework to revitalise the Australian shipping industry (August 2011).
Worldwide problem

- Worldwide shortage of more than 10,000 officers (2%)
- 2015 Estimates –27,000 shortage in officers
- Increased reliance on non-OECD nation officers
- Surplus of 135,000 ratings
- Australia in 2010 shortage was of the order of 2000 (30%)

North Star Cruises Australia owners’ representative Bill Milby stated:

• “I asked ... how they expected Australian expedition ship owners such as NSCA to compete with the foreign-crewed ships and remain in business and they suggested the following:

• “1. First take True North off the Australian Shipping Registry.

• “2. Register True North in a foreign country, and, reflag our ship True North with a foreign flag.

• “3. Then replace the Australian crew (apart from the captain and chief engineer) with foreign crew who would not be governed under the Australian labour laws and the Australian Fair Work Act.

• “4. The foreign crew would also be trained in a foreign country – not Australia, saving more money.
Government funding withdrawn

- Another shipping executive has criticised the federal government’s proposed coastal shipping laws, saying the plan to dump industry tax breaks jeopardises a $100 million investment in two cargo ships.

- SeaRoad Holdings managing director Michael Easy said his company was in danger of losing its bank finance for two cargo ships, the first of which was to begin operating at the end of 2016, because the Abbott government now planned to dump the tax incentives and training subsidies introduced in 2013 by Labor.

From a detailed analysis of maritime vocational awards made by AMC it can be concluded that:

- AMC relies heavily on the intake of foreign students for its financial viability with 48% of maritime vocational awards going to overseas students;
- the imbalance between Australian and overseas students is particularly marked at the Master, 2\textsuperscript{nd} Mate and Chief Engineer levels where the proportion of overseas students is as high as 69%, 86% and 69% respectively. Accordingly, many of these qualifications are essentially lost to potential Australian employers;
- the decline in cadet graduates at the Adv Dip/Dip App Sc (Nautical Science) level that mirrors the declining company sponsored trainee intake. However, these graduates have largely been displaced by self-sponsored pre-sea trainees;
Self Funding Students

• Most professions require trainees to attend educational institutions to develop the knowledge required by the industry.

• These training programs are funded by HECS and Government support for TAFE courses.
Ab initio – AMPI recommendation

from the beginning (used chiefly in formal or legal contexts).
"the agreement should be declared void ab initio"

starting from the beginning.
"he was instructing ab initio pilots"
Piloting Australia’s maritime future

This week, as part of Lloyd’s List Australia’s pilotage feature, Ross Nicholls, a member of the Australasian Marine Pilots Institute and board-member of the Brisbane Marine Pilots, speaks to reporter David Sexton about some of the issues facing the Australian pilotage sector including the lack of adequately trained Australian pilots and the virtual extinction of the Australian-flag fleet.

Master mariner and teacher, Captain John Lloyd, also considers Australia’s supply of skilled pilots, and the international recruitment campaigns being undertaken by Australian ports. Captain Lloyd talks to David Sexton about the importance of being self-sufficient in Australia and therefore being able to develop skills and seafarers, “as a core national capability”. He expresses how critical the maritime environment is to the prosperity of Australia, and the protection of the marine environment. Captain Lloyd also considers some of the ways the next-generation of Australian pilots are being trained in Launceston, including simulation technology, which allows them to experience challenging conditions from the classroom.

And veteran of the seas, Captain Vijayapalan, reflects on his near half a century in the maritime sector, working in diverse locations such as Sri Lanka and Groote Eylandt, Northern Territory.

Our piloting feature begins on page 12.
A pilot’s licence should not be issued unless the applicant is certified as medically fit to perform the duties of a pilot and possesses either:

a) a valid Certificate of Competency as an Australian Master Unlimited or a valid Australian Certificate of Competency for the size of vessel being piloted;

b) a Certificate of Recognition issued by AMSA in relation to an international qualification equivalent to a);

c) Royal Australian Navy qualifications and such additional competencies identified by AMSA as are required to achieve equivalence to an Australian Master Unlimited or an Australian Certificate of Competency for the size of vessel being piloted;

d) a pilots licence issued by the relevant Authority of a flag State that is a party to the *International Convention of Training, Certification and Watchkeeping of Seafarers*, 1995;

e) a valid pilots licence issued in another Australian jurisdiction; or

f) evidence of competencies equivalent to a) to e) and acceptable to the Authority and port administration.

**NOTES:**

1. It is anticipated that there may, in future, be nationally agreed equivalent competency solutions; however, these are currently still under development.

2. There may be variations to the competencies listed or additional competencies that might be considered at the local level by users of these guidelines.


CONTENT OF PILOT COMPETENCY TRAINING AND ASSESSMENT

In order to competently conduct the vessel, the pilot will need to possess the following knowledge, skill and ability:

a) To be of sound physical and mental fitness. This can be determined by an appropriate medical examination.

b) To have specialised knowledge related to pilotage which includes knowledge of:
   I. Navigation;
   II. Naval Architecture;
   III. Radio & Electronic Navaids;
   IV. Marine Engineering;
   V. Meteorology;
   VI. Seamanship;
   VII. Hydrostatics;
   VIII. Ship Handling and Manoeuvring;
   IX. Hydrodynamics; and
   X. Shipboard Management Systems.

National Standard

Edition: 1.0

First Published: November 2010 (PDF online www.nmsc.gov.au)

Draft for public comment issued: 23 September 2009

COMPETENCIES

FOR

TRAINEE MARINE PILOTS

Endorsed by the Australian Transport Council: 24 September 2010
COMPETENCIES FOR TRAINEE MARINE PILOTS

2.1 SCOPE
This chapter specifies required outcomes and deemed-to-satisfy solutions for obtaining ‘Statement of Program Completion - Trainee Marine Pilot (SPC – TMP)’.

2.2 REQUIRED OUTCOMES
In order to qualify for SPC—TMP, candidates shall demonstrate that they are capable of applying specific skills and knowledge for the safe pilotage of vessels, gained by obtaining relevant qualifications and undergoing approved training programs.

COMPETENCIES FOR TRAINEE MARINE PILOTS

3.2.1 Phase 1: Qualifications (Degree course)
The minimum qualification required to obtain Statement of Program Completion—Trainee Marine Pilot shall be a full time degree course from an educational institution approved by AMSA, as specified in Annex A.

3.2.2 Phase 2: Industrial training
The graduates of the academic program shall require significant on-the-job training to gain experience in the industry to the level which would enable them to commence the port specific pilot training. The industrial training shall consist of the following components:
- Training at sea
- Training at port
- Practical ship handling training


Phase 1

Part 1: Diploma Maritime Operations
(1 year)

Part 2: Advanced Diploma Maritime Operations
(1.5 years)

Part 3: Bachelor Degree in Maritime Operations
(1 year)

Training

Phase 2

Industry training:
At sea (9 months)
Port operations (6 months)
Ship handling (15 days)
Alternative Pathway Outlined

1. Training would lead to a degree having a common curriculum in certain maritime related core subjects and allow for specialisation leading to a career in a range of maritime related positions. Students wishing to specialise in pilotage will be required to undergo ... aptitude testing ...

2. Following the award of a degree, pilot trainees move to a system of competency based training under the direct control of the 'National Pilotage Administration Board'
3. In summary, the training provided to entrants without Unlimited Master certificates of competency is provided in 3 separate modes.
   1. Knowledge based training is provided through a tertiary institute at degree/diploma level.
   2. A tertiary institute will also provide skills based training in engineering, bridge equipment and simulators.
   3. Competency based training (and the skills based training provided by the college) will be overseen by 'National Pilotage Administration Board'.

4. Like many degree courses much of the training may be completed in a flexible mode by distance education. In fact, training organisations, including TAFE, could offer various parts of a training package with a degree ultimately conferred by one institution giving credit for parts completed at another or others.
Training Flow Chart

The Training Flow Chart shows the program in three separate sections:

1. Education provided at ‘Tertiary Institutions’
2. Industry training which is monitored by the ‘Tertiary Institutions’ and supported by the ‘National Pilotage Administration Board’
3. Qualification ‘equivalent to an Unlimited Master’ allowing the successful applicant to commence training as a marine pilot.
4. Port specific training provided to trainees after successful completion of the pilotage training program.
Career Pathways
Final Year Units – in order of preference

1. Navigation and Hydrography
2. Human Factors and Communications
3. Risk Management Principles
4. Hydrodynamics and Performance
5. Human Factors and Performance
6. Naval Architecture 1 (Propulsion, Steering and Control Systems)
7. Naval Architecture 2 (Ship Structure and Stability)
8. Emergency Planning and Response
9. Meteorology
Bachelor of Applied Science (Maritime Operations) & Graduate Certificate in Marine Pilotage

**This Bachelor Degree and the Deck Officer Bachelor of Applied Science (Nautical Science) are mutually exclusive.**

### Bachelor Degree Model

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<th>Level</th>
<th>Major 1</th>
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<th>Major 4</th>
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### Bachelor Degree

#### Introductory
- **Shipboard Operations I**
- **Operational Safety**

#### Intermediate
- **Bridge Operations**
- **Shipboard Operations II**
- **Shipboard Communications (GMDSS)**

#### Advanced
- **Marine Management**
- **Ship Design**
- **Advanced Ship Stability**

### Graduate Certificate in Marine Pilotage

#### Additional Units available to students
- Advanced Petroleum Tanker Cargo Operations
- Advanced Chemical Tanker Cargo Operations
- Advanced Liquefied Gas Tanker Cargo Operations
- Shipboard Medical Care

#### Course Units
- **Applied Hydrodynamics** (Distance delivery)
- **Harbour Operations I (½ unit)** (Distance delivery)
- **Harbour Operations II (½ unit)** (IBL with Task Book)
- **Human Factors and Risk Management (Distance delivery)**
- **Advanced Bridge Operations (AMC Simulator-based)**

#### Pre-sea Deck Cadet units
- **Pre-sea Deck Cadet units not covered in this program**
- **Colour Coding of Unit Titles**
  - **Deck Watchkeeper units**
  - **Chief Mate/Master units**
  - **Additional Pilotage units**

#### Four Deck Officer Degree units not covered in this program
- **Shipboard Operational Experience (Deck) II & III**
- **Shipboard Management Experience (Deck) I & II**
- **Ship Operational Management (The above units are pre-requisites for this)**
- **Shipboard Medical Care**

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*Australian Maritime College / v3 of Sep 2013*
# AMC: current proposed program

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<th>BAppSc (Marine Pilotage Operations)</th>
<th>Shore Operations major</th>
<th>Ship Operations minor</th>
<th>Marine Pilot major</th>
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<td>Shipping Law and Business</td>
<td>Degree Elective Marine Pilotage Experience Ship Operational Management</td>
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Industry Experience – Shipboard Experience

B2 MODULE 1 – PRACTICAL EXPERIENCE
Candidates shall complete a total of nine months sea time on ships more than 3000 GT. Sea periods shall be of at least six weeks duration.

B3 PRACTICAL SHIP HANDLING TRAINING
Practical ship handling training aims to build on the knowledge and skills gained during phase 1 - Bachelor of Applied Science ... by requiring trainees to move into more specific ship handling activities in a variety of conditions.

The ... elements of competency and performance criteria shall be achieved by undertaking a combination of manned-model and full mission simulation training and assessment accompanied by on-the-job observation of pilotage operations as detailed in Section B4.1.
Industry Experience

B4.1.1 Pilotage—understudy

Spend a 28 days period working with a pilot company understudying Senior Marine Pilots to understand pilotage operations within a port. This will include observing pilotage as well as several managerial functions. The trainee is required to spend (at least) one week observing pilotage office operations and become acquainted with the legal obligations of pilotage. On completion of this time the trainee is to complete the assignment described in B4.1.2 and send it to the educational institution for assessment.
Industry Experience – Practical Port Training

B4.5 Port management
The trainee shall be required to spend three weeks (15 days) working with the port management team to learn the various facets of the port’s business. In addition, the trainee is required to spend one week (5 days) working in the Harbourmaster’s office to become acquainted with the regulatory function within the port. On completion of this time the trainee is to complete the assignment described in B4.5.1 and send it to the educational institution for assessment.
Short Courses

• BRM
• Manned Model
• Hydrodynamics
• ECIDS/PPU
• Unlimited Master short courses
  • Medical
  • Fire Fighting
  • Life Saving
Hydrodynamics

Course developed by Dr Tim Gourlay.

• Ship stability and motions module (2 days)
• Manoeuvring module (2 days)
• Under-keel clearance module (2 days)
• Resistance and propulsion module (2 days)
• Mooring Systems and Sea trial and practical analysis module (2 days)
Recognition of Prior Learning (RPL)

• People with relevant experience and qualifications may also join this program. The educational institutions may recognise their competencies and give credit for some of the units of this program under RPL or RCC.

• Candidates with relevant qualification or industry experience may also join this program. They may get recognition of prior learning (RPL) for some units of this program from the RTOs in accordance with Australian Qualifications Framework (AQF).

• NOTE: There are many suitable candidates with Master 4, Master 3 or Naval background who have the maturity and experience to undertake this program. These candidates may get exemption for some units, depending upon their qualifications and experience.

Current state of play

• The educational institutions are currently challenging changes in MAR13/MAR, therefore expect some changes in the Maritime Training Units of Competency.

• The MAR13 was in force on 1/7/2014. All colleges meet ASQA program to maintain accreditation (Challenger and Hunter Maritime Training facilities).

• MAR13 has been replaced with MAR this year (2015). This will allow continuous changes to the training program. Each update will be adopted with a 12 month adoption period.

• AMSA is moving towards all educational institutions meeting the ASQA training requirements. The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

• Currently Challenger TAFE and AMC provide the full MASTERS UNLIMITED program; however, I am not sure that AMSA is enforcing the ASQA requirements on AMC.

• To date AMPI has found it very difficult to have the proposed AMC pilot training program mapped to the ASQA Maritime Training program.
The name of the entity may change, but its role is to:

1. Monitor the education provided at 'Tertiary Institutions'

2. Assist the Educational Institutions to place candidates for Industry Experience

3. Provide the final assessment board for the trainees:
   1. An AMSA or 'Tertiary Institutions’ examiner
   2. A Pilot (Cert IV in Training and Assessment)
   3. Industry representative (i.e. member of AMPI TAB)
AMPI Training Advisory Board

1. The AMPI Executive will invite individuals or organisations to have a seat on the AMPI Training Advisory Board (TAB).

2. The members of the AMPI Training Advisory Board will be individuals representing organisations with a stake in marine pilotage in Australia.

3. The Chairman of the Board will be appointed by the AMPI Executive and will be independent. This means that the person holding the Chair will not, as an individual or as a representative of an organization, have a stake in marine pilotage.

4. AMPI’s Head of Training and Standards will be the TAB’s Deputy Chairman.

5. The TAB will be an “Advisory” body within the AMPI organizational structure.
Training Advisory Board (TAB) Role – in brief

• That the TAB would have a continuous improvement role in respect to the adoption of standards and the range of appropriate programmes to encourage all in the industry, including the pilotage profession, to adopt and meet these standards.

• As the TAB is an advisory entity with a focus on pilotage effectiveness and safe maritime practice, there is no need to include a specific obligation to comply with relevant laws and regulations (which the TAB would satisfy in delivering on the terms of reference developed).
AMPI TAB Participants

- Peter Forster (Chairman),
- AMPI: Rob Buck (President) Peter Liley, Craig Eastaugh, Steve Pelecanos, Rory Main
- Industry Stakeholders: Teresa Lloyd/Angela Gilham (ASA/MIAL), Rod Nairn (Shipping Australia), Mike Flemming (AMOU)
- AMSA: Jillian Carson-Jackson
- State Regulators: Joe Rossitano (SA), Jim Huggett (MSQ) and an open invitation to all other State Regulators who wish to be involved.
- Industry advisors: Richard Robinson, John Watkinson, Ravi Nijjer
- Educational Institutions: Assoc. Professor Dev Ranmuthugala (AMC), Nihar Rai (Challenger Institute of Tech.)
Conclusion

• Phase 1 of the Pilot Training Program can be delivered by AMC.
• Mapping the course to MAR is being completed by AMC and Challenger Inst. Tech. (due in November 2015)
• The TAB will need to ratify the phase 2 elements and develop a strategy for monitoring the delivery of these courses.
• Phase 2 also requires assistance from industry in providing on-the-job-training. It is recommended that a register be developed to assist students to make contact with suitable industry participants in finding industry placement.
• Once the course structure has been finalised it is important to market the product to suitable candidates. AMC and Challenger Inst. Tech. have agreed not to promote the program to school leavers.
Conclusion

• It is imperative to maintain Stakeholder support. Recent discussion with the AMPI TAB members indicates continued participation of the program.

• There are significant barriers which still need addressing. However, there is considerable industry support to continue dialogue to find solutions to the current impasse.

• AMPI members continued support of the Pilot Training Program is greatly appreciated. Please take the the information presented here to your ports and be part of this important AMPI initiative.