

The development of maritime programs for delivery to overseas students in the UK

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Abstract

The current and predicable future experience of recruitment to UK Maritime Universities and Nautical Colleges is towards a greater proportion of non-EU students. This has heralded a situation where there are programmes specifically for non-EU students and clients as well as those specifically for UK and EU students plus programmes accepting both sets of students.

The UK as an established Maritime nation is seen by many developing countries as a prestigious place to undergo Maritime Education and Training (MET). Of recent years the delivery of this MET in the UK has focused on a few centres consisting of Universities with associated training establishments and some training colleges independent of the University sector. Other University departments, not previously noted for maritime education but with particular specialities have developed courses in individual maritime disciplines, notably maritime law. All these centres have attracted overseas students. This education and training has spanned levels from STCW OOW, which is broadly at level 1 degree, to Post graduate and PhD study.

Training, particularly at the STCW OOW level is moving towards a "Foundation Degree," which is the first two academic years of the full BSc (Hons) degree for UK students and EU students meeting the admissions requirements generally associated with the UK Tonnage Tax. Training at this level for Non-EU students generally requires a greater amount of seetime before the student is eligible to sit the national oral examination and achieve the Certificate of Competency (CoC). The seetime element for students on the Foundation Degree is often included as "Work Based Learning" in the structure of the course, whereas non-EU students studying for CoCs require the seetime to be achieved prior to starting the course.

There is an ongoing demand on UK Maritime Universities and Colleges from non-EU students requiring training courses often, but not always, linked to degree study. UK nautical educational establishments have developed ways of providing for this demand at the pre-degree, degree and post graduate levels. Pre-degree is normally for CoC courses. Degree level may include elements of CoC but often includes management education, whilst post-graduate study is for

management education and also specific job functions such as Maritime Lecturing.

1 Introduction

The UK has long been a provider of education to overseas students and the maritime area is no exception to this. Students feel that certificates, diplomas and degrees obtained in the UK have a currency worldwide. This currency comes from the standards maintained as well as the confidence held in those standards.

Over recent years courses have been developed in UK Nautical Colleges, UK Universities traditionally specialising in maritime disciplines and other UK Universities to cater for and attract students from India, Pakistan and South East Asia. These courses have covered traditional maritime subjects such as Certificates of Competency but have also expanded into the graduate and postgraduate areas.

The aim of this paper is to examine the development of maritime programmes for overseas students in the UK using LJMU as an example of the type of development experienced elsewhere in UK Universities offering maritime programmes.

2 Experience of teaching foreign students in the UK

The flow of overseas students to the UK has increased over the years from 28,000 in 1955 to 273,000 in 2003 (Bousmann & Miller 2008) with 175,000 of these coming from outside the EU. These figures are growing (Misra 2005) and a proportion of this vast number enter Nautical College and University maritime courses. Students from overseas face a problem of “lingua franca,” whereas in English speaking countries such as the USA and UK foreign languages are screened out by the indigenous population (Brown 1996). This may be a reason why some students actively choose the UK for education and certainly the members of Middle Eastern students in LJMU has chosen to study English for six months prior to starting their technical course. This language enrichment facility has been passed to private companies in some Universities (Newman 2007).

3 Development of professional qualification courses for non UK students

As the demand for UK seafarers diminished, UK Nautical Colleges developed their range of courses by offering programs to overseas students. The UK ship owners in the 1970s consolidated their activities in container consortia and shipping pools. After the 1990 OPA90 was introduced, oil majors reduced

their fleets and independent oil companies took up the mantle of moving the world's oil supplies. All this change was part of the resulting world-wide downturn in the UK fleet to just 2 million DWT in 2000 (Chamber of Shipping 2008). Several UK colleges closed down: Edward VII Nautical College and John Cass in London, and Trinity House in Hull. Others moved their emphasis away from training to education. Liverpool & Plymouth Polytechnics, amongst others started degree courses in 1968 and by 1990 had largely moved away from professional teaching, although LJMU previously Liverpool Polytechnic, retained Master's Orals teaching to 1998 and Chief Mates (Class 2.1) until 2005.

Four Nautical Colleges concentrated on professional courses Warsash (Southampton); Fleetwood Nautical Campus (Blackpool); South Shields (Newcastle) and Glasgow Nautical College. Professional teaching was still retained at Lowestoft, North Kent College (Gravesend) and Banff and Buchan with Plymouth Maritime Training starting in the South West.

The reduced requirement for professional training within the UK during the 1980s meant that for the Nautical Colleges to remain solvent they would need to obtain a supply of students from overseas and this need was met in particular from India where there were insufficient college places to satisfy the demand for training. As India (and to a lesser extent Pakistan) began to develop, shipping was seen as a prestigious industry in which to be come involved. Clearly companies from these countries would not want to employ highly paid European officers except in the most responsible positions, and then only if suitable nationals were not available. Thus Indian seafarers began to find a demand for their services as junior and middle ranking officers with some of the more experienced becoming Master and Chief Engineer.

India and Pakistan looked to the gold standard of the UK certificate system, and sought training and places in both the UK and Australia. There was pressure on UK colleges to franchise courses to colleges in India, a pressure that still exists. However the UK Marine and Coastguard Agency (MCA) and its forerunners refused to sanction the granting of UK Certificates of Competency to students undertaking courses outside the UK. The system, which still exists today, requires all but a few of the short courses to be studied in the UK. The MCA defends this position by explaining that it is unable to adequately audit courses in colleges outside the UK and as all but the Scottish Qualifications Authority (SQA) and oral examinations are assessed in house by the Nautical Colleges, this audit amounts to a large portion of student learning and assessment.

Many students are happy to obtain CoCs from India, Pakistan and the Philippines and there is every indication that in the best colleges in these countries the teaching and education is on a par with that in the UK. Nevertheless there is growing demand for places on certificate courses in the UK resulting in special courses being set up to satisfy that demand. Limited entry courses exist at LJMU and Lowestoft (broadly restricted to students from India & Sri Lanka) as well as courses at Glasgow, South Shields, Warsash and

FNC that have a majority of students from the Indian subcontinent. The teaching of these students brings particular problems. At LJMU courses of a purely academic nature designed to meet the needs or develop the study skills of students pre-date the development of the professional courses now being taught in Liverpool.

3 Examples of programs developed for overseas students

Table 1 lists some of the programmes developed specifically for overseas student cohorts. They are split between those developed specifically for seagoers and those of a purely academic nature. The table is not definitive in that it deals with just a few programmes known to the author at LJMU and the Warsash Nautical College (part of Southampton (Solent) University). Many, indeed perhaps all, Universities and Colleges will develop programmes for overseas students both within and outside the maritime area. This section merely serves to highlight some of the variety in that programme development.

Programmes developed for professional purposes and thus requiring approval by a body outside the University clearly are more restrictive to a course development team than those of a purely academic nature. At LJMU the development of the professional courses numbered 1 & 2 in table 1 are recent additions to the course profile. They were developed to satisfy the need for seagoers from the Indian subcontinent to attain Certificates of Competency as OOW or Chief Mate and run alongside the FD programme that is essentially for UK seafarers entering the industry.

Table 1 Examples of Programs specifically designed for Overseas Students

No	Programme Name	Group Catered for	University	Start Date	Remarks
1	Cert HE Nautical Science	Indian Sub Continent Seafarers	LJMU	Sept 07	MCA approved. STCW
2	Dip HE Nautical Science	Indian Sub Continent Seafarers	LJMU	Jan 09	MCA approved STCW
3	BSc (Hons) Marine Science	Middle Eastern Ports Authority	LJMU	Sept 09	Academic
4	CPD Marine Insurance, Maritime Project & International Trade	Scandinavian University	LJMU	Jan 04	Academic
5	CPD Maritime	Scandinavian	LJMU	Sept	Academic

	Business	University		03	
6	PG Cert Marine Lecturing	Philippine Nautical College	SSU	Sept 07	Academic
7	MSc Maritime Operations & MSc Maritime Technical Operations	Greece & Iran	LJMU	Sept 1999	Academic

Programmes 4 to 6 were developed for purely academic purposes and satisfy a need identified by the parent institutions of the individual cohort groups to extend the experience and knowledge of the participants. Those in programme 6 are experienced maritime lecturers, some with superior qualifications to that studied, but it is provided due to recognition by the employing college for which this specific learning experience would be a positive benefit (Barrett 2008). Students in 7 are employed in the maritime sector and enter the programme individually or as part of staff development from the company concerned.

3.1 Course length

The Cert HE is a two semester, 24 week course, whilst the Dip HE is closer to 12 months, lasting from January to December but having a one month or six week break in the summer. The BSc Marine Science is a three years academic study but may lengthen to four years if a year of industrial training is inserted somewhere within the length of the course. The two CPDs are only one semester long thus three months in length whilst the PG Cert is a distance learning programme with periods of block teaching in the Philippines and the UK. It is likely to last around two years. The MScs distance taught in Greece and Iran can last up to five years, depending on how long it takes for the student to complete the dissertation.

4 Experience of courses for professional students from the Indian subcontinent

Students generally enter the programme with a reasonable level of English; however their experience is from a rating level rather than cadet officer. This means that often they need English tuition. Math is not generally a problem however because Math tuition is normally provided. Courses are set up for OOW and Chief Mates and become exclusive for these students as UK officers are taught on HND and increasingly the Foundation Degree routes, which are not offered to overseas students. The course recently set up at LJMU is a Certificate of Higher Education (Cert HE; 1 in Table 1) making it Level One of

a degree course and theoretically those who pass could move to Level Two of a degree. A proposed Chief Mates course will be a Diploma in Higher Education (DipHE; 2 in Table 1) and Level Two of a degree.

The range of students on the Cert HE Nautical Science is wide, with some being excellent and others of a low standard. Students generally are not used to academic life, being older than the usual cadets (mid 20s) and having been out of formal education for many years. They all have enthusiasm and in general attend well compared to degree students who sometimes find that their necessity to undertake paid employment may conflict with their academic studies.

The entry requirement to the CertHE Nautical Science is “three years six months sea time” with at least six months of that on Bridge Watch Keeping duties. Students have priorities when they arrive and study. They know from their peers that they must pass their SQA exams before they can enter for the oral examination and they must hold a valid “Notice of Eligibility” (NOE). This is obtained from the MCA individually by students and is given on the correct production of valid seas service. This obtaining of an NOE is an immediate hurdle for the students as without it they will be unable to sit the SQA examinations and their orals, therefore not gaining their CoCs.

The SQA exams at OOW level are 1) Navigation and 2) Stability and Operations with 3) Navigation and 4) Stability and Structure being the exams at Chief Mates’ level. There is varied initial evidence from the OOW exams with some students achieving high marks and others failing. From the student’s viewpoint success is critical as the SQA exams are only available 3 times per year, thus failure in one set means the student waits up to four months before being able to resit.

In-house college exams (audited by the MCA) occur during each teaching session, three times per year if three cohorts. If two cohorts or less are taught special exams will be set, although if only one cohort per year is taught then a main exam and resit attempt will be required.

5 Teaching to students other than professional students

Increasingly there are cohorts of students requiring tutoring that is not linked to professional qualifications (3-7 in Table 1). These cohorts range from short CPD courses to long 3-year degree courses. Where possible these courses, unlike the professional Cert HE/ Dip HE courses, are merged within the existing teaching. This makes the use of resources, both staff and room allocation generally more efficient. Problems occur with large module cohorts (over 30) where the number of rooms of sufficient capacity may be limited. The CPD student experience, however, is better than that of the professional students who only meet with their peers whereas CPD students meet and study with various student cohorts, making the educational experience superior and tutorials varied.

The teaching of English to students of a confined cohort may be difficult if their experience outside the classroom is within their own cohort. Individually

students not forced to speak English revert to their own language and the English development is delayed.

6 Development problems

The introduction of overseas students provides maritime teams with development problems, some of which are listed in Table 2.

Table 2 Course Development Problems

No	Problem
1	Class Size
2	English Standard
3	Study Skills
4	Cultural Issues
5	Integration with existing teaching
6	Examination and Flexibility
7	Contractual / payment

6.1 Class size

The introduction of a new student body is generally welcome, although it presents challenges with allocation of teaching space.. All educational establishments will have a variety of teaching accommodation both in type (Flat desk, bench seat, lecture theatre) and size (20 to 200+). As any particular establishment gets closer to capacity then pressure on class size becomes more intense. Some subjects can be taught in many different class types; i.e., a lecture to 20 students can be given in a flat desk, 30-seat room or a 200-seat lecture theatre, whereas other subjects require more specialist facilities, i.e. chartwork needs large flat desks and 30 of these require a large space. This variety of equipment can pose difficult obstacles to those involved in timetabling. At LJMU the maritime team has adapted computer rooms for use as substitute chart rooms, the flat computer screens being moved out of the way.

6.2 English standard

Generally, students entering UK courses will be asked to attain an IELTS or TOFEL English standard. IELTS 6.0, TOFEL 560 paper based; 220 computer; 72 – 74 Internet is used with some postgraduate programmes asking for 6.5 or even 7.0. If students arrive with an English standard less than this then they will face communication problems in the classroom. English classes are provided, however if the initial English standard is poor the final level achieved tends to be low.

Presently an English course is being taught at LJMU for Saudi Arabian students over 24 weeks with the first 12 weeks having 21 hours contact split into two parts: Part one is Classroom study (4 hours between 0900 & 1300) and part two is Guided study (2 hours between 1400 and 1600). The second 12 weeks has 17 hours contact and includes more maritime based tuition. Table 3 outlines a broad syllabus for this English course

A 95% attendance record is required for this course in order to achieve the broad outcome of raising a student’s English level one whole IELTS grade from say 4.5 to 5.5 (Hill pers comm 2007) at which stage they would be admitted to a BSc (Hons) Marine Science programme. This level is less than generally required as outlined above but is considered adequate as the technical level of entry will be high.

6.3 Study skills

All students, whether overseas or home, face the problem of integrating into higher education and the exigencies and requirements of work at this level. Study skill classes are provided as part of the curriculum in an effort to redress this balance. Overseas students sometimes find these classes anomalous, as they may not be related to the technical curriculum but just to the method or structure of learning. Three separate modules are provided for study skills in the programmes offered at LJMU Maritime. Table 4 shows the learning outcomes of those modules. Two modules, those offered to seafarers, include numerical skills. The one offered to more general business students (MR1001 Integrated Activities) does not include mathematics as this is covered in a numerical skills module elsewhere on their programme. MR1001 Integrated Activities is also used to develop maritime knowledge using study skill techniques as a teaching base. The study skills offered to seafarers does not need this as those students obtain that information through their other studies.

Table 3 Broad Syllabus for Maritime English Course

Course Element	Time Allowed
Stage 1 General English	
<i>Classroom Study</i>	
Grammar Focus	5 hours
Writing Skills	4 hours
Speaking Skills Groups of 12 max	2 hours
Vocabulary development	1 hour
Weekly test	1 hour
<i>Guided Study</i>	
Project Work (British Culture)	2 hours
Information Technology	2 hours
Learning Resource Centre	2 hours

Course Element	Time Allowed
Test Preparation	2 hours
Stage 2 English for Specific Purposes	
<i>Classroom Study</i>	
Cultural Awareness	2 hours
Information Technology	2 hours
Learning Resource Centre	2 hours
Assignment Preparation	2 hours
<i>Classroom Study</i>	
English for Maritime Purposes	6 hours
English for Academic Purposes	6 hours
Integrated Skills	3 hours

6.4 Cultural issues

These are not necessarily a problem as travel and learning in different environments and cultures develop in the modern world. Nevertheless, course planners need to take care in planning to ensure that they do not exacerbate possible areas of tension. The English programme itemized in Table 3 includes time spent discussing cultural issues in the UK.

6.5 Integration with existing teaching

The proper use of resources, particularly teaching accommodation and staff, means that where possible new programmes should be integrated with existing teaching. The problems here revolve around subject matter, applicability to the course, class size, learning ability and timetabling. These elements may be considered individually or in combination. Thus even where the subject matter may be the same, the difference in overall group learning ability may mean that integration between individual groups is impractical because of the variety of learning rates. This then starts to put pressure on staff and room resources. The experience at LJMU is that large overseas groups have been independently taught whereas small groups have been integrated. The development of these smaller groups can be achieved through separate tutorial sessions allowing the general subject matter to be presented to a large group and individually developed within a smaller group.

**Table 4 Learning outcomes of study skills modules delivered at LJMU
Maritime**

Module	Learning Outcomes	Course Involved
MR1001 Integrating Activities	Research, write and reference a report properly	BSc (Hons) Maritime Studies; BSc (Hons) Maritime Business and Management
	Give a presentation on a maritime topic	
	Work as part of a team to produce a presentation	
	Develop key skills including problem solving skills related to the maritime industries	
LM1007 Personal Development Skills also LM1015 Numerate & Personal Development Skills	Manage their own learning and study effectively	BSc (Hons) / FD Nautical Science Cert HE Nautical Science
	Collect information from appropriate sources both within and outside the University	
	Use basic IT skills	
	Present and analyse data in an appropriate fashion	
	Communicate effectively in writing for various purposes	
	Demonstrate correct usage of algebraic notation, mathematical operations and geometry	
Work effectively as part of a team to produce and present a poster		

6.6 Examination flexibility

LJMU has one main examination session at the end of the normal academic year. The University works on a two-semester system starting annually in September, completing semester 1 in December. Semester 2 starts in January and completes at the end of April followed by a 3-week assessment period completing in mid May. Subject modules can be taught over a single semester (either 1 or 2) or “year-long” covering the two semesters. Subjects taught in semester 1 only may be examined in December or the first week in January; however, the timing of these exams is controlled by the individual programme teams or schools. The main examination period in May is organised by the central University and may take place outside the university campus at large examination venues. The local Aintree racecourse has been used for several years as it has large rooms ideal for examination purposes.

The problem for some of the maritime programmes is that their layout and scheduling does not fit in with this examination regime, thus novel ways of providing the examinations is needed. The use of “time constrained” course works has been used successfully for the new OOW and Foundation Degree programmes where their examinations occur totally outside the university examination timetable framework.

Table 5 shows the timings of the examinations, time constrained courseworks and possible referrals for the three different maritime cohorts running at LJMU. The OOW Cert HE students enter the programmes 3 times per year in September, January and May. The BSc /FD Nautical Science students enter once per year in September as do the Maritime Business students. The Cert HE students have to sit the externally set and assessed SQA examinations. The University has a week of referral examinations in August every year. The Cert HE students are given a referral attempt at the third sitting of their exams irrespective of whether the exam failure was at their first or the second exam sitting. The BSc/ FD Nautical Science students are given a referral attempt in September of each year. The general University referral time of August is too early for these students as they are generally still at sea and hence their referral will be in September as shown in table 5.

**Table 5 Timing of professional examinations and university examinations
2008/2009 LJMU academic year**

Programmes	Cert HE Nautical Science					BSc (Hons) FD Nautical Science	Main University Examinations		
	Jan 08	May 08	Sept 08	Jan 09	May 09				
Summer Referral						September 08			
Summer Exam	July 08	July 08					Dec 08 8 th to 12 th and Jan 09 5 th to 9 th	Xmas May	August 09 12 th to 16 th
Semester 1 (Autumn) Exam		Nov 08	Nov 08						
Referral	July 08								
SQA		Dec 08							
Semester 2 (Spring) Exam			Feb 09	Mar 09		March 09			

	Cert HE Nautical Science							
SQA			Mar 09					
Referral		Feb 09						
SQA				July 09				
Summer Semester Exam					July 09			
Referral				Nov 09		September 09		

6.7 Contractual/payment

All study attracts a payment that finances the university activities. At LJMU there are three distinct payment regimes; standard university fees, collaborative agreements, and enterprise agreements. Standard university fees and those coming from collaborative agreements are “top sliced” to finance central university activities such as infrastructure provision, libraries and general computer facilities, office of the Vice chancellor etc. The income from students studying under enterprise agreements goes directly to the school and is thus extra income from the main stream income which is considered to be the standard university fee. Clearly the university as a whole needs to keep the division of fees and revenue input in balance, but if in general the standard fee allows the central university responsibilities to be discharged then there is incentive for schools to develop their “third stream” income via enterprise activities.

Research income is a further revenue stream, however this is split between the university, school, research group and the researcher in question. Knowledge transfer (KTP) income also comes within this area.

Programmes either set up for or attracting overseas students in Maritime training have recently occurred in the enterprise area allowing groups to be attracted from developing countries at a reduced fee, where payment of the standard fee would render the programme inaccessible. The enterprise model also allows the payment by an individual organisation for a “closed client” student group.

Table 6 compares the fees from a variety of courses. Recently the collaborative route has not been used and tends only to be used where programmes are taught overseas. Those taught in the UK use either the University standard fee or a collective fee negotiated through the enterprise facility.

Table 6. LJMU Maritime programmes with payment method

Programme	Student Cohort	Payment Method
BSc (Hons)/ FD Nautical Science	UK EU students seafarers	University standard fee
Cert HE Nautical science	Indian Subcontinent	Enterprise Fee
English for Maritime Students	Saudi Arabian	Enterprise Fee
BSc (Hons) Maritime Studies	All students	University Standard Fee

7 UK tonnage tax and the foundation degree (FD)

The demise of the UK fleet mirrored in experience by maritime regimes in other European maritime countries led the UK government to set up a “Tonnage Tax” system around the year 2000. At that time the UK fleet had reduced to around 2 million DWT (Chamber of Shipping 2008), and to avoid losing the maritime skill base entirely a system of attracting ship owners to place their ships under the UK flag was devised. There are several Tonnage Tax models but the one chosen by the UK government was to allow ship owners exemption from or a reduced corporation tax liability if they place their tonnage under the UK flag. In return the ship owner had to agree to train one UK cadet per annum for every 15 seagoing officers employed in their UK fleet. In 2007 this has led to around 640 deck and engine room cadets being trained (Chamber of Shipping 2008) with the hopes that in 2008 there will be above 800.

Simultaneously with the development of the Tonnage Tax regime the UK Chamber of Shipping altered their preferred route into Merchant Navy officer status. The traditional route was from high school with required success in national examinations at 16 (General Certificate in Education) ordinary level (GCE O Level) and Certificate in Secondary School Education (CSE)). In the 1960s around 10% of UK school leavers would take these examinations with only 5% taking the harder exams (GCE Advanced level or A Levels) at 18 and then moving to University. Developments in UK secondary school examination culture plus a realignment in the examination structure at 16 meant that the majority of secondary school pupils now sit national examinations at 16 (GCSE). The financing of secondary schools by “local school management” (where revenue flows in from a growing number of students remaining in secondary education until 18) now means that the incentive is for these schools to retain as many students as possible at 6th Form level.

Thus the number of students leaving school at 16 has been considerably reduced with the inevitable reduction of the pool of students available for cadetship at 16. This reduction has been in quality as well as in quantity. Simultaneously, the complexity of operations in navigation, engine room

activities and legislation and regulations has meant that officers now need to be far more aware of technological developments and the need to remain within regulatory boundaries than was historically the case. Thus students with a higher educational ability are needed rather than those of a lower educational standard.

This scenario is the background to the UK Chamber of Shipping, which embraced the UK educational development from 2000 onwards for the new Foundation Degree (FD). This degree is the first two years of a University Honours degree and has now replaced the Higher National Diploma (HND). From the 1960s a certificate/ diploma system was developed in Further Education. Initially Ordinary National Certificate (ONC) and Ordinary National Diploma (OND) were developed and these led to Higher National Certificate (HNC) and Higher National Diploma (HND) qualifications. The maritime area aligned itself to the ONC & OND for cadets from the 1960s and in the 1980s the Certificate of Competency system of Second Mate, Chief Mate and Master Foreign Going gave way respectively to Class 3, 2 & 1. This class system also aligned itself to the HND regime where eventually Chief Mate became equivalent to an HND Nautical Science. Master's or Class 1 was an extra qualification above HND but not aligned to any wider academic qualification.

8 UK MCA; STCW & certificate of competency requirements

The professional programmes require approval from the UK MCA and need to be aligned to STCW. Thus students need to satisfy the University requirements and also the UK MCA requirements although those students on recognised cadet routes are exempt from the national professional SQA examinations. Within their course of study students required to sit SQAs must rise to that standard. This always presents problems, as the exact needs are not always recognised within the college. Oral tuition and revision classes raise the level of understanding and student confidence allowing them to approach the SQA national examinations with the opportunity of success. This need to succeed in the external examinations supersedes the educational development of the students on these programmes and turns the educational experience in to pure training. The use of rote learning is necessary, a technique despised by educationalists but almost required by trainers. Table 7 compares the percentage pass required by the various organisations associated with the professional student assessments. It shows the higher pass level required by the MCA and SQA than the equivalent for the University.

**Table 7 Percentage Pass on Assessed Work for Module Pass
(Wall pers comm 2008)**

Programme	Univ'y	MCA	SQA	Remark
BSc (Hons) Maritime Business	40%	N/A	N/A	
BSc (Hons) / FD Nautical Science	40%	Navigation & Chartwork 65%; Stability 60%; others 50%	Not required	
CerTHE	40%	Criteria Referenced	Navigation Part A 70%/ Part B 60% & 65% overall. Stability 60%	CR means the student must show competence in all learning outcomes

9 Conclusion

A variety of models of overseas programmes is available serving both seagoing and maritime business education exclusively for overseas students to the UK. These programmes are available across the UK and satisfy a need from the Indian Subcontinent, the Middle East and Scandinavia. Problems do occur for students studying these courses, however solutions are available. Generic study skills are placed in all courses and allow similar material to be tailored to coherent required outcomes.

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