



# Online Training And Assessment *To Help Secure Safe Operations*

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Ferry Shipping Summit 2018

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# All About eLearning

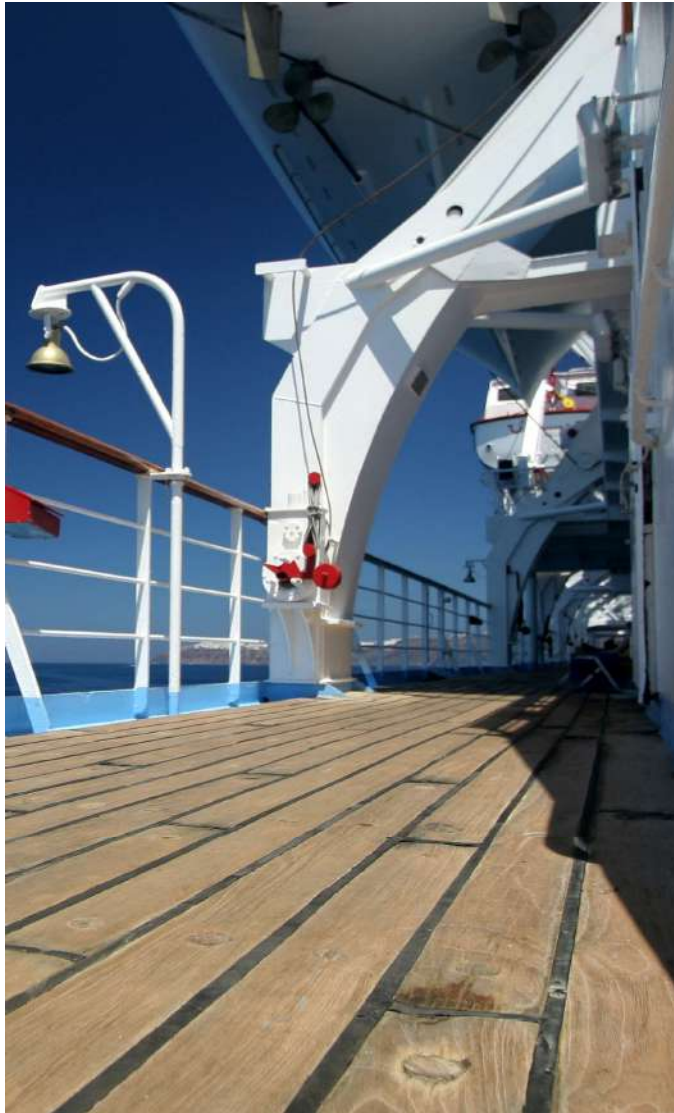
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- **Content Vs Platform** | Courses, Assessments, Technology (LMS)
- **Very Effective For Knowledge Acquisition** | Tune the experience to the learner
- **Skills Development** | Build underlying foundation, support decision-making
- **Blended Is Best** | Uses appropriate mechanisms for what is being taught



# Maritime Training and Assessment Challenges

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- **Reliance on F2F/Mentorship** | Training and assessment varies by trainer.
- **Lack of Consistency** | Traditional training models that lack standardization
- **Absence of Metrics** | Impossible to measure and improve training effectiveness
- **Complex Operations** | Regulatory environment with increasingly sophisticated equipment and processes
- **Training is Separate** | Courses are outside of standard workflows

# Training and Assessment – Core Principles

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## Ensure Consistency and Objectivity

Individual trainers and assessors introduce variability into the process. Structured approaches **improve standardization in training and give reliable metrics.**



## Unlock Insights

Traditional methods focus on completion - valuable data is lost. The right tools are needed to **reveal insights into strengths and weaknesses for continuous improvement.**



## Assess Everything and Everywhere

Training and assessment need to occur while activities are underway (courses, drills, exercises), even when these activities happen in remote locations. **If you can't measure it, then you can't manage it.**

# Marine Learning Systems Approach

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Safety and performance optimization requires a structured, practical, and insights-based approach to training and assessment.



## Blended Learning

**Combine eLearning with face-to-face instruction**

Allow trainers to be used as effectively as possible



## Test Knowledge Online

**Randomized self-tests and formal exams**

Prove that materials are truly understood



## Expert Evaluation

**Standardized, electronic checklists**

Ensure efficient, consistent and rigorous assessments



## Skills Assessor

**Electronic clipboard captures robust data in-task**

Assess hard-skill performance objectively and consistently



## Career Navigator

**Competency and career progression system**

Encourage development and ensure succession

# Learning Management System

NEW YORK CITY  
DOE

Staten Island Learning Management System

ROOT

NY HARBOR VIDEOS

- The Pilot
- The Paddlers
- The Sailors
- The Motor Boaters
- Sharing the Blue Highway

SIF RESOURCES

- Using Your LMS for Admins
- Employee Gradebook

COURSES

- DECKHAND
- MATE
- Review Course - Deckhand (NOT for real students)
- Blood borne Pathogens
- Basic Fire Fighting
- Life Saving Equipment
- Line Handling
- Personal Safety
- Preventing Slips, Trips and Falls

Staten Island Ferry  
LEARNING MANAGEMENT SYSTEM

Staten Island Ferry  
CITY OF NEW YORK

Need Help?

Do you have any questions or need assistance with the system? We're here to help you:

- Email Us
- Call Us

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# Learning Management System

The screenshot displays the iLearnFastCat Learning Management System interface. The top navigation bar includes the iLearnFastCat logo, a breadcrumb trail (Root > FastCat), and a user profile for Peter Frankel. The left sidebar lists various course topics under the heading 'FASTCAT SAFETY CULTURE', with 'Safety Culture Objectives' selected. The main content area features a blue header for 'SAFETY CULTURE OBJECTIVES' and a detailed course description. The course description states that it covers the Safety Culture at FastCat and aims to help users understand the safety culture and its role in the company's operations. It lists six course materials: Overview and Objectives (this page), Company Profile, FastCat Safety Video, Safety and Environment Protection Policy, Drug and Alcohol Policy, and a Final Test. Below this, it outlines the objectives of the course, which include understanding the company profile and safety areas such as the mission statement, company values, vessel types, and logos. An image of four FastCat employees (three women and one man) in uniform is shown on the right side of the page.

**FASTCAT SAFETY CULTURE**

- ✓ Safety Culture Objectives
- ✓ Safety Culture - Introduction
- Company Profile
- ✓ FastCat - Safety Video
- Customer Service Essentials
- Safety and Environment Protection Policy
- Reporting Accidents
- ✓ Fire Fighting
- Fire Fighting - Engine Room
- Drug and Alcohol Policy
- ✓ Final Test
- ✓ Safety Culture REVIEW GROUP ONLY
- ✓ Example Exam (proctored)

**SAFETY CULTURE OBJECTIVES**

This course covers the Safety Culture at FastCat.

By the end of this course you will understand the Fastcat safety culture and how it is part of everything we do at Fastcat.

The safety culture is designed to keep you, other crew and passengers safe.

**Course Materials**

This course contains:

1. Overview and Objectives (this page).
2. Company Profile.
3. FastCat Safety Video.
4. Safety and Environment Protection Policy.
5. Drug and Alcohol Policy.
6. Final Test (test of whether you have mastered the objectives).

**Course Objectives**

As a result of completing this section, employees will:

- **Company Profile**
  - Understand how safety is part of the following areas:
    - the Mission statement and Company Values.
    - the type of vessels that Fastcat uses.
    - the APFC Logo and Fastcat Logo.



# Self Tests / Exams

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## Electrical Assessment

### Instructions

Please select the best choice from those presented.

### Questions:

Which of the following would be considered a secondary injury that can result in serious injury or death?

6535

- A) Loss of sensation in affected limb
- B) Ventricular fibrillation
- C) Burns
- D) Falls

Currents greater than \_\_\_\_ mA may cause death

6528

- A) 50
- B) 75
- C) 100
- D) 125



# Training Records

## Grades By Student Report

Student ↑	# Completed Courses ⇅	# In Progress Courses ⇅	Avg ⇅	Last Graded Activity ⇅	Certificates
Test Atlantic (TAtlantic)	0	1	100%	Oct 31 2016, 8:03:11	0 <a href="#">View</a> <a href="#">Select</a>
Test Certs (TCerts)	1	0	60%	Oct 31 2016, 11:18:22	1 <a href="#">View</a> <a href="#">Select</a>
Test Random (TRandom)	0	1	20%	Oct 28 2016, 15:10:07	0 <a href="#">View</a> <a href="#">Select</a>
Test Student (TStudent7)	0	1	80%	Oct 28 2016, 15:04:07	0 <a href="#">View</a> <a href="#">Select</a>
Test User (TUser10)	0	1	20%	Oct 26 2016, 16:48:34	0 <a href="#">View</a> <a href="#">Select</a>
Test User1 (TUser14)	0	1	60%	Oct 26 2016, 17:00:51	0 <a href="#">View</a> <a href="#">Select</a>
Testing Student (TStudent9)	0	1	40%	Oct 26 2016, 16:49:23	0 <a href="#">View</a> <a href="#">Select</a>

← First < > Last →

1 - 7 of 7

[Export to CSV](#)

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# Awarding/Managing Certificates

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# Insights into Crew Assessments

The candidate answered correctly. Not overridden 23516

Which of the following are **NOT** ways exposure to bloodborne pathogens commonly occurs?

- A.  Needlesticks.
- B.  Cuts from other contaminated sharps such as scalpels or broken glass.
- C.  Contact of the eye, nose, mouth or cut/abraded skin with contaminated blood.
- D.  Sneezing by others. ✓

Previous Responses 2 Test Certs selected D on Oct 31 2016, 11:17:56

Oct 31 2016, 11:17:56 1 Test Certs selected D

Oct 31 2016, 11:17:52 2 Test Certs selected A

The candidate answered **INCORRECTLY**. The correct choice was C. Not overridden 23513

Which of the following occupations is at high risk of exposure to bloodborne pathogens?

- A.  Air Traffic Controller.
- B.  Bank employee.
- C.  Medical care first-responders.
- D.  Deep sea diver. ✗

Test Certs selected D on Oct 31 2016, 11:18:14

# Insights into How to Improve Materials

## Question Performance Report

Filter by Category  Filter by Overridden  Filter by text

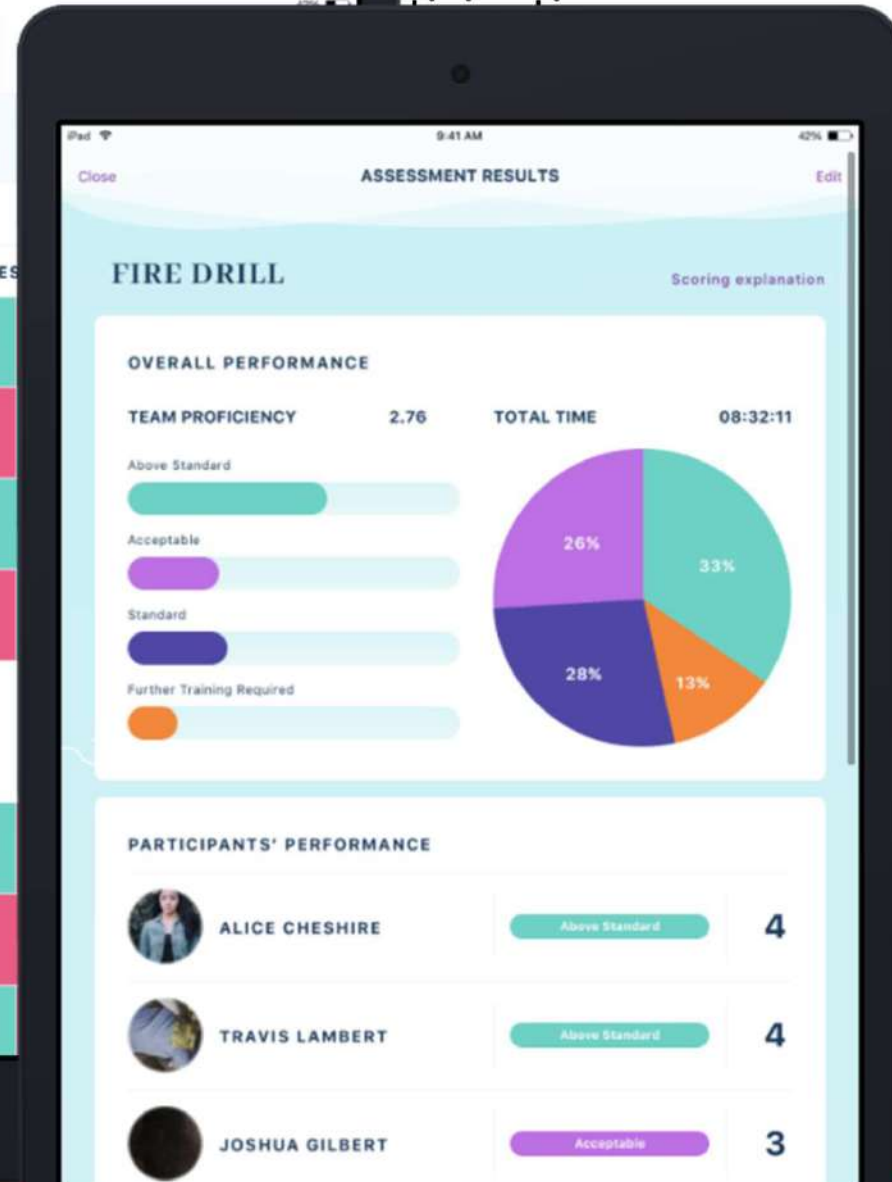
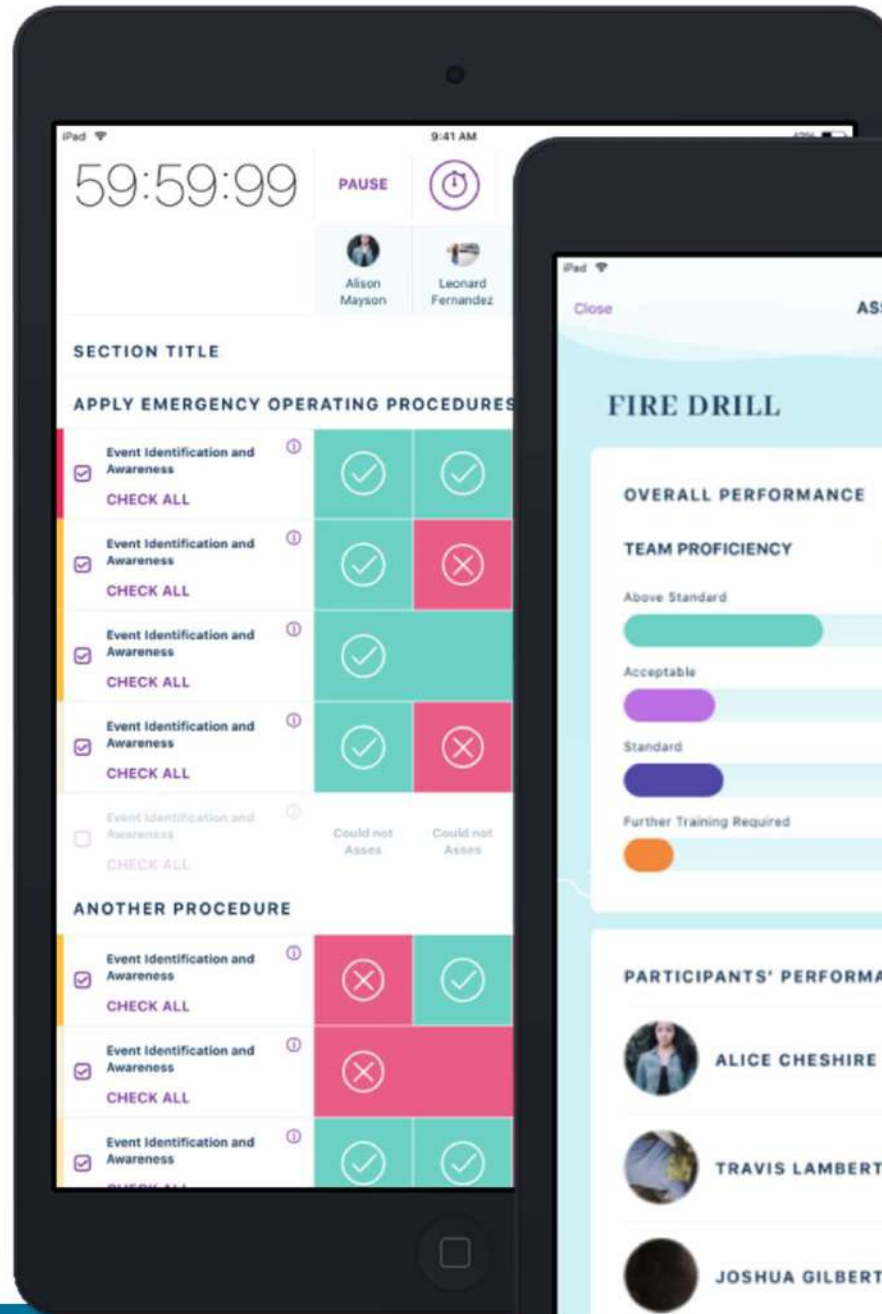
Short ID	Question	Times Used	Correct	Incorrect	Unanswered	Times Overridden	Graph
19140	A Class A fire involves:	4	3 (75%)	1 (25%)	0 (0%)	0	
19144	A Class C fire involves:	4	1 (25%)	3 (75%)	0 (0%)	0	
19147	A Class B fire involves:	4	2 (50%)	2 (50%)	0 (0%)	0	
19149	A fire spreading through the ventilation duct would be an example of hea...	4	1 (25%)	3 (75%)	0 (0%)	0	
19151	To prevent heat transfer and the spread of fire by conduction, you would:	4	2 (50%)	1 (25%)	1 (25%)	0	
19153	A backdraft explosion is caused by ignition of superheated fire gases co...	4	1 (25%)	3 (75%)	0 (0%)	0	
19155	The phase in which a fire is easiest to extinguish is the:	4	2 (50%)	2 (50%)	0 (0%)	0	
19157	The extinguishing agent that absorbs the most heat is:	4	1 (25%)	3 (75%)	0 (0%)	0	
19159	The proper fire extinguisher to use to extinguish a Class C fire is:	4	1 (25%)	3 (75%)	0 (0%)	0	
19161	Dry chemical fire extinguishers may be used on:	4	2 (50%)	2 (50%)	0 (0%)	0	

← First Last →

1 - 10 of 18

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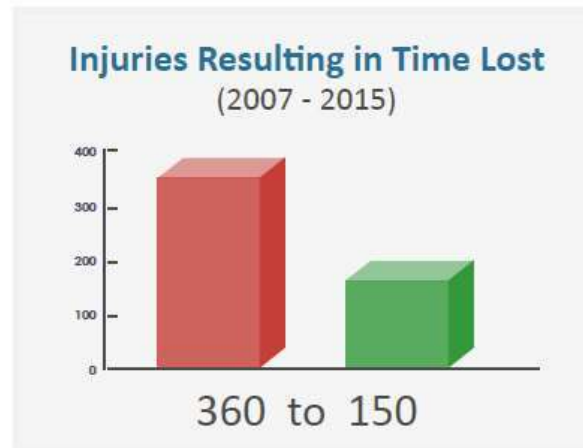
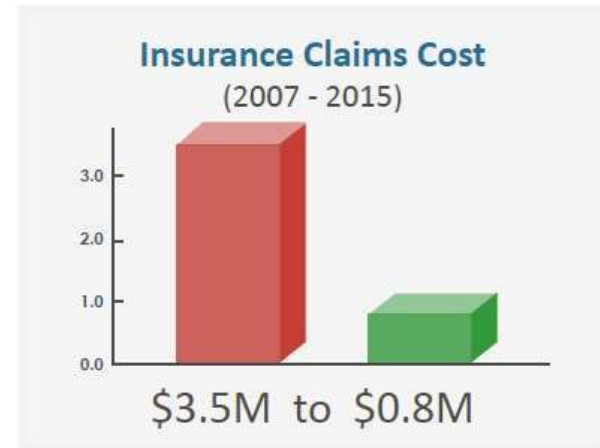
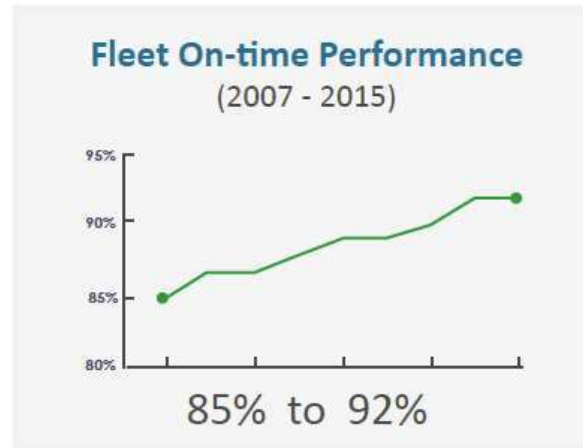
# Recording & Assessing Drills





# BC Ferries Safety Program Results

- **Transformation of training** – deployed blended learning to make job shadowing standardized and efficient.
- **Structured Training and Assessment** became a critical part of their **just culture**
- Identify training problems **before** performance or safety is affected



# Thank You!

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