



EXAMINER'S REPORT JULY 2020

PORT AND TERMINAL MANAGEMENT

1. The question on the operational management of a steel terminal was very popular with students and out of the twenty students who attempted the question, fifteen students achieved a pass mark.

The students who achieve high pass marks (six students achieved marks of fifteen or more) were able to give detailed comments on the discharging equipment used at the terminal, and also details of the storage warehouses on the terminal.

2. The question on the offshore windfarm produced problems for some students.

Very few students managed to achieve high marks for this question (only two students out thirteen achieved fifteen marks or more). Many students gave general answers to the question and were unaware of the specific types of vessel used in such projects such as windfarm installation vessels. Significant amount of key space would be required for such projects with regular requirements for heavy lift cranes.

Such projects are becoming more mainstream globally and the quality of answers was a disappointment.

3. The question on the application of investment appraisal techniques was not a popular question with the students. Out of the twenty three students who sat the exam only ten students attempted this question, and only four of those students achieved pass marks. Four students were unable to demonstrate any knowledge on the topic and gained zero marks.

This is concerning as investment appraisal techniques are a key component of a port managers skillset.

4. The question on commercial abbreviations was very well handled by most students. Although the question was not especially popular as such, with only nine students attempting the question. Eight out of the nine students managed to gain pass marks and three students achieved excellent marks of sixteen for this question.

The students in general seemed very comfortable with the abbreviations.

5. The question on commercial abbreviations was very well handled by most students. Although the question was not especially popular as such, with only nine students attempting the question. Eight out of the nine students managed to gain pass marks and three students achieved excellent marks of sixteen for this question.
The students in general seemed very comfortable with the abbreviations.

6. The question on global trade was well handled. Students were able to give some of the better known Bauxite load ports in South African and Australia, but it was disappointing that some of the equally important loading areas such as Guinea and Jamaica were largely ignored, despite specific vessel types such as the "Kamsarmax " being specifically created for this trade.

7. Students were very comfortable with answering the question on port ownership. Most students were able to give examples from within their own experience which defined both positive and negative aspects of where port ownership models had changed.
This proved to be a very popular question with nineteen out of the twenty three students attempting this question. Sixteen students achieved a pass mark

8. Students seemed very comfortable with the question on port planning processes. The majority of students were able to give a good overview of the four major methods of port planning.
Once again this proved to be a very popular question with fifteen students achieving pass marks out of the nineteen students who attempted this question.