



SYSTEM COORDINATION REVIEW APPLICATION

A system coordination review is to determine the demand and sustainability of a post-secondary institution's proposed program in the context of the Northwest Territories (NWT) post-secondary education system.

Depending on the application, the reviewers will make a recommendation to the Minister of Education, Culture and Employment (ECE) or the Director of private vocational training. The following outlines the information required by the Quality Assurance Review Advisory Committee to facilitate the system coordination review.

DEMANDE D'EXAMEN DE COORDINATION DU SYSTÈME

L'examen de coordination du système vise à déterminer la nécessité et la viabilité d'un programme proposé par un établissement postsecondaire dans le contexte du système d'éducation postsecondaire des Territoires du Nord-Ouest (TNO).

Selon les résultats de l'examen, les évaluateurs formulent une recommandation au ministre de l'Éducation, de la Culture et de la Formation ou au directeur de la formation professionnelle privée. Vous trouverez ci-dessous les renseignements dont le Comité consultatif du contrôle d'assurance de la qualité aura besoin pour coordonner plus facilement le programme au système.

Institution Name: Nom de l'établissement :		Arctic Marine Training Group (AMT)	
Mailing Address (include no., street, apt. no., PO box, postal code): Adresse postale (n°, rue, appartement, case postale, code postal)		42003 Mackenzie Highway, Hay River NT, X0E0R9	
Is the institution applying for consent to operate as a university? L'établissement qui demande une autorisation sera-t-il exploité comme une université?		☐ Yes / Oui (considered an incomplete application if not answered) ☒ No / Non (Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)	
Is the institution applying for consent to operate a college? L'établissement qui demande une autorisation sera-t-il exploité comme un collège?		☒ Yes / Oui (considered an incomplete application if not answered) ☐ No / Non (Votre demande sera jugée incomplète si vous ne répondez pas à cette question.)	
Program Name: Nom du programme :		Bridge Watch Rating (and) Marine Emergency Duties	
Credential Awarded: Titre de compétence accordé :	Certificate of Completion	Proposed Effective Date: Date envisagée pour l'entrée en vigueur :	September 2026
Provide a calendar description of the program being proposed: Fournissez une description du calendrier pour le projet proposé :			
1	<p>Program structure: Arctic Marine Training (AMT) proposes a 12-week, full-time Bridge Watch Rating employment-readiness program comprising 399 scheduled instructional hours. The program coordinates four separately approved and separately certificated courses that support entry-level deck employment and the Transport Canada Bridge Watch Rating certification pathway.</p> <p>Although AMT coordinates the courses into one continuous schedule, it does not merge them into a single course or credential. Each course retains its own listing and follows the regulatory body's requirements. Federal departments include both Innovation, Science and Economic Development Canada (ISED) and Transport Canada, each of which sets and maintains its own instructor-qualification requirements, prerequisites, assessments, attendance requirements, student records, training certificates, and costs.</p>		

The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) is the international framework established by the International Maritime Organization (IMO) to set minimum standards for competency, training, certification, and watchkeeping for people working aboard commercial vessels. Transport Canada implements these standards through the Marine Personnel Regulations and approved training publications (TP). STCW is not a single course or certificate. It is the regulatory framework under which several distinct marine courses and credentials are recognized.

The BWR course addresses the competencies in STCW Code Table A-II/4; STCW Basic Safety and PSC address separate emergency-duty and survival-craft competencies; and Marine Basic First Aid addresses the applicable first-aid requirements through Transport Canada TP 13008. Each course is delivered, assessed, and certificated separately, even when AMT coordinates them into one employment-readiness schedule.

This distinction matters because students must present the applicable individual training certificates, along with their required sea service, steering testimonial, and examination results, when applying to Transport Canada for the full Bridge Watch Rating Certificate.

The proposed program consists of a 300-hour Bridge Watch Rating (BWR) Training Course and a coordinated 99-hour marine safety training component. Although these courses are scheduled together as a 12-week, 399-hour employment-readiness pathway, they remain separate courses governed by different Transport Canada standards, approval processes, assessments, instructor requirements, and certification requirements.

The Bridge Watch Rating Training Course is delivered in accordance with Transport Canada TP 10936E - Bridge Watch Rating Training Course, Edition 2 (2024) and addresses the competencies contained in STCW Code Table A-II/4. The course focuses on navigation support, lookout duties, helm orders and steering, bridge-watch support, seamanship, deck operations, shipboard communication, pollution prevention, and safe-working practices.

The marine safety training component consists of three separately approved and separately certificated safety courses:

- Marine Basic First Aid and CPR (MBFA) - 16 hours;
- STCW Basic Safety Training (BST) - 50.5 hours; and
- STCW Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats (PSC) - 32.5 hours.

These courses provide the emergency-duty, survival, rescue-boat, and first-aid competencies commonly required by marine employers and Transport Canada certification pathways. Successful completion of one course does not constitute completion of the others, and each course results in its own training certificate.

While AMT coordinates these courses into a single 12-week training pathway, the courses are not

merged into a single federally recognized credential and are still delivered, assessed, and certificated separately under their applicable standards.

1. Bridge Watch Rating Training Course — 300 scheduled hours

The Bridge Watch Rating Training Course is delivered in accordance with *Transport Canada TP 10936E — Bridge Watch Rating Training Course, Edition 2 (2024)* and the competencies associated with STCW Code Table A-II/4.

The course combines classroom instruction, bridge-simulator learning, instructor demonstrations, supervised seamanship practice and competency-based assessment. Core subject areas include vessel terminology and organization; lookout duties; helm orders and steering; bridge-watch support; chartwork and navigation fundamentals; collision-prevention rules; seamanship and deck work; shipboard communication; safe-working practices; pollution prevention; and the duties and professional conduct expected of an entry-level seafarer.

Successful completion results in a BWR course completion document from AMT as a Transport Canada-designated recognized training institution. This confirms completion of the approved shore-based training but is not, by itself, the Transport Canada Bridge Watch Rating Certificate of Competency.

2. STCW Basic Safety — 50.5 scheduled hours

STCW Basic Safety is a separate Marine Emergency Duties (MED) course delivered in accordance with Chapter 10 of *Transport Canada TP 4957 — Marine Emergency Duties Training Courses*, STCW Regulation VI/1 and the applicable STCW Code competency tables.

The course addresses personal survival, fire prevention and firefighting, personal safety, social responsibilities, emergency procedures, shipboard communication, and safe participation in vessel operations. Delivery includes the required theory, demonstrations, practical training, and competency assessments. Successful students receive a separate STCW Basic Safety training certificate.

3. STCW Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats — 32.5 scheduled hours

This is a separate Marine Emergency Duties (MED) course commonly referred to as PSC. It is delivered in accordance with Chapter 12 of *Transport Canada TP 4957* and STCW Code Table A-VI/2-1.

The course develops the competencies required to prepare, launch, operate, manage and recover survival craft and rescue boats other than fast rescue boats, protect and organize survivors, recover persons from the water and use the applicable survival and emergency-communication equipment. Successful students receive a separate PSC training certificate.

4. Marine Basic First Aid and CPR (MBFA) — 16 scheduled hours

Marine Basic First Aid is a separate first-aid course delivered in accordance with Chapter 3 of *Transport Canada TP 13008 — Training Standards for Marine First Aid and Marine Medical Care* and the applicable STCW elementary-first-aid competencies.

The course prepares students to assess and respond to illness or injury aboard a vessel, provide immediate first aid and resuscitation, protect a casualty and support the casualty until further medical

assistance is available. Successful students receive a separate Marine Basic First Aid training certificate.

Relationship between the courses: The nine-week BWR course provides 300 instructional hours. The three additional courses provide 99 scheduled hours:

- STCW Basic Safety — 50.5 hours
- STCW Proficiency in Survival Craft and Rescue Boats — 32.5 hours
- Marine Basic First Aid and CPR — 16 hours

Together, the four courses provide 399 scheduled instructional hours over approximately 12 consecutive weeks. Within this document, the 300-hour Bridge Watch Rating (BWR) course component is listed separately from the two Marine Emergency Duties (MED) courses and the Marine Basic First Aid (MBFA) course.

For scheduling purposes, AMT delivers the three supporting courses as a coordinated three-week safety and certification block. However, Marine Basic First Aid is not an MED course, and the three credentials should not collectively be presented as one MED certificate. STCW Basic Safety, PSC and Marine Basic First Aid remain distinct course listings and result in three separate training certificates.

Transport Canada certification requirements: Under section 171 of the *Marine Personnel Regulations*, completion of the approved BWR course reduces the required bridge-watchkeeping sea service from six months to at least two months. To obtain the full Transport Canada Bridge Watch Rating Certificate, the applicant must subsequently:

- complete at least two months of qualifying sea service performing bridge-watchkeeping duties;
- provide a valid STCW Basic Safety training certificate;
- provide a valid PSC training certificate;
- provide a Marine Basic First Aid training certificate;
- provide a steering testimonial documenting the applicant's ability to steer; and
- pass the Transport Canada written examination in general seamanship after meeting the other requirements.

The applicant must also satisfy Transport Canada's general application, identification and medical-fitness requirements.

The *Transport Canada Bridge Watch Rating Certificate of Competency* is the nationally recognized credential for ratings assigned to navigational-watch duties where that certification is required. It provides a foundation for later progression toward Able Seafarer Deck, Watchkeeping Mate, and higher deck-officer certifications, subject to the additional sea service, training, and examination requirements for each certificate.

Sea service and employment: The AMT program is a launching point into the marine industry; it is not a cadetship, work placement or guarantee of vessel employment. AMT cannot provide or simulate qualifying sea service because that service must be completed aboard an eligible operating vessel under an employer and the vessel's authorized command structure.

AMT supports graduates through career preparation, employer introductions, documentation

	<p>guidance for navigating Transport Canada certificates after program completion. However, vessel assignments, hiring decisions, supervision and the certification of sea service remain the responsibility of the employer, vessel personnel and Transport Canada.</p> <p>Additional courses: ROC-MC, SVOP, SDV-BS and other marine courses may be valuable or required for particular employers, vessels or duties, but they are not included in the 399-hour program total and are not listed as requirements for the Transport Canada Bridge Watch Rating Certificate under section 171. Where a student enrolls in one of these courses, it remains governed by its own provider, syllabus, prerequisites, assessments, certificate and fee structure.</p> <p>Schedule: Two cohorts of up to 12 students are initially planned each year, normally within the September-to-December and January-to-April training periods. AMT may scale delivery to as many as four annual cohorts when student demand, qualified instructors, facilities and funding permit.</p> <p>Appendix A provides the detailed content, prescribed hours, learning outcomes and assessment requirements for the separately certificated safety and first-aid courses.</p>		
2	<p>List program learning outcomes: Quels sont les résultats d'apprentissage du programme?</p>	<p>d) Perform the Bridge Watch Rating duties and competencies prescribed by TP 10936E and STCW Code Table A-II/4, including lookout, steering, watchkeeping support, seamanship, emergency response and safe shipboard work.</p>	<p>b) Recognize shipboard hazards, alarms, muster arrangements, pollution-prevention duties and emergency procedures, and communicate and work effectively as part of a vessel's crew.</p>
		<p>c) Demonstrate marine first aid, personal survival and basic firefighting competencies, including casualty assessment and resuscitation, use of personal life-saving appliances, survival in the water, and safe use of firefighting equipment and breathing apparatus.</p>	<p>d) Prepare, launch, operate, manage and recover survival craft and rescue boats other than fast rescue boats; recover persons from the water, support survivors, and use emergency communications and distress-signaling equipment.</p>
3	<p>Where the program will be offered (i.e., campus, off-site locations): Où le programme sera-t-il offert (p. ex., un campus, un lieu en périphérie) :</p> <p>AMT will deliver the full suite of courses required for the BWR program at its Hay River facility, which provides classrooms, bridge simulation laboratories, seamanship training space, and the administrative systems required for Transport Canada-recognized instruction, assessment, and record-keeping.</p> <p>The three-week STCW MED component uses multiple approved learning environments. Classroom and approved online theory, instructor demonstrations and selected practical activities are coordinated through AMT and Georgian College's Centre for Marine Training and Research. Pool-based personal-survival, liferaft and water-entry exercises are conducted at the Town of Hay River Recreation Centre. Practical fire prevention and firefighting exercises are conducted at the Town of Hay River Fire Training Facility. Survival craft and rescue boat exercises use the equipment, approved simulation and practical arrangements required by TP 4957 and the recognized provider's approved syllabus.</p>		

	<p>This distributed delivery model for STCW MED training keeps instruction and all practical components in the NWT while providing the necessary access to the specialized facilities needed to assess mandatory marine survival and firefighting competencies.</p>
4	<p>How will the program be delivered (i.e., classroom, online or blended): Comment le programme sera-t-il exécuté (p. ex., en salle de classe, en ligne, ou une combinaison des deux)?</p> <p>The 9-week, 300-hour BWR instructional component is delivered in person through classroom instruction, bridge simulator exercises and supervised seamanship practice in accordance with Transport Canada TP 10936E. AMT controls delivery, assessment, instructor approval, and student records through its Transport Canada-approved Quality Management System.</p> <p>The additional three-week STCW Basic Safety and PSC MED component provides 99 scheduled hours. It uses the approved delivery format of the recognized course provider, which may combine online theory with in-person demonstrations and mandatory practical exercises. STCW Basic Safety is scheduled for 50.5 hours and covers personal survival techniques, fire prevention and firefighting, and personal safety and social responsibilities. Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats is scheduled for 32.5 hours. Separate STCW, PSC, MBFA and other short-course hours are neither embedded in nor counted toward the BWR total.</p> <p>Marine Basic First Aid and CPR (MBFA) is delivered in person over two consecutive days, totalling 16 instructional hours. Delivery combines classroom instruction, instructor demonstrations, supervised practical skills training and individual knowledge and competency assessments. Students must attend the complete course and successfully demonstrate the required first-aid and resuscitation competencies to receive the separate Marine Basic First Aid training certificate. Marine Basic First Aid includes knowledge and practical assessment under TP 13008 and the approved first-aid provider's certification requirements.</p> <p>Regardless of theory-delivery format, all mandatory skills are completed under direct instructor supervision. TP 4957 requires at least 90% attendance at lectures, 100% attendance at skill demonstrations, a minimum written mark of 70% for STCW Basic Safety and PSC, and successful completion of all required practical assessments.</p>
5	<p>Identify any collaboration, or potential collaborations, with other post-secondary institutions or other organizations: Indiquez toute collaboration, actuelle ou potentielle, avec d'autres établissements postsecondaires ou organismes.</p> <p>AMT's delivery model is supported by a network of regulatory, educational, technical, community, and industry relationships. These collaborations allow AMT to deliver Transport Canada-recognized training while accessing specialized curriculum, instructors, facilities, equipment and employment-sector expertise.</p> <p>Transport Canada: AMT works directly with Transport Canada Marine Safety and Security (TC MSS) through the recognized-institution and course-approval processes. This includes reviewing the curriculum, instructor qualifications, examinations, facilities, student records, and AMT's Quality Management System (QMS). Transport Canada establishes the applicable training and certification standards but does not operate the program or guarantee certification to individual students.</p> <p>Post-secondary and marine-training institutions: Since 2023, AMT has worked with Memorial University's Marine Institute and Georgian College's Centre for Marine Training and Research to support marine-course delivery, curriculum alignment, instructor access, and institutional capacity</p>

development. Georgian College has provided STCW Basic Safety and PSC training to AMT students and has advised AMT on STCW programming, specialized equipment and the practical requirements for delivering marine safety training in the North. AMT will continue exploring arrangements with recognized institutions where it cannot yet deliver specialized courses independently. Regardless of the delivery arrangement, BWR, STCW Basic Safety, PSC and Marine Basic First Aid remain separately approved, assessed and certificated courses.

AMT has also identified potential collaboration with Aurora College and other northern post-secondary institutions, including Nunavut Arctic College. These relationships could support student referrals, academic upgrading, instructor development, shared research, recognition of short professional credentials and future pathways between marine micro-credentials and other post-secondary programs. Any formal credit-transfer or credential-recognition arrangement would require a separate agreement and the approval of the participating institutions.

Canadian Coast Guard: AMT has a Memorandum of Understanding (MOU) with the Canadian Coast Guard Academy to support training alignment, professional development and pathways into Coast Guard employment. AMT also works with the Canadian Coast Guard Arctic Region (CCG-AR) and its Indigenous recruitment and training initiatives to improve awareness of marine careers and connect qualified northern graduates with potential employment opportunities. These relationships support career pathways but do not guarantee that an individual graduate will be hired or assigned to a vessel with the Canadian Coast Guard.

Simulation, technology and research partners: AMT has a formal relationship with Virtual Marine to support marine simulation systems, instructor development and the appropriate use of simulation in regulated training. AMT has also identified potential partnership opportunities and works with the Arctic Research Foundation and the Inuit Circumpolar Council (ICC) on northern training and research initiatives. Additional potential collaborations with marine-technology, simulation and environmental-monitoring organizations may support future curriculum development, equipment upgrades and applied northern research.

Facilities and specialized practical training: AMT works with the Town of Hay River to access community facilities required for appropriate marine training activities. Specialized safety-course delivery may also involve Georgian College, RelyOn Canada, the Town of Hay River Fire Training Facility and other recognized providers or facility operators. These arrangements provide access to qualified instructors, approved equipment, and specialized training environments while allowing most student instruction and support to remain based in the Northwest Territories.

Indigenous governments and northern organizations: AMT works with Indigenous governments, education and training departments, community organizations and regional partners to recruit students, identify community training needs and reduce barriers related to travel, accommodation and access to training. Relationships have included the Gwich'in Tribal Council, K'at'l'odeeche First Nation and other northern and Indigenous organizations. AMT is also exploring additional regional partnerships that could support community-based delivery, student sponsorship and marine workforce development across the Northwest Territories, Yukon and Nunavut.

Marine employers and labour organizations: AMT maintains active relationships with GNWT Marine Transportation Services (GNWT MTS), the Canadian Coast Guard, Horizon Maritime Northern Services (HMNS), Canadian Steamship Lines Group (CSL), Groupe Desgagnés, Algoma Central Corporation, the Seafarers' International Union (SIU) and other marine-sector organizations. Employer participation includes labour-market advice, career presentations, student interviews, recruitment discussions and feedback on the competencies and documentation expected of new

entrants.

These employer relationships may help graduates identify employment through which they can accumulate the qualifying sea service required for the Transport Canada Bridge Watch Rating Certificate of Competency. However, sea service occurs after the school-based program and depends on employer hiring, vessel schedules, operational requirements, and the graduate meeting all employment conditions. AMT provides career preparation, referrals and administrative support but cannot guarantee employment, vessel placement or qualifying sea service.

Collectively, these collaborations strengthen program quality, reduce the cost of duplicating specialized infrastructure, keep training accessible to northern residents and create clearer connections between education and regulated marine employment. AMT remains responsible for ensuring that all training delivered under its authority complies with its approved curriculum, Quality Management System and Transport Canada requirements.

Indicate how the proposed Full Load Equivalent (FLE) and load calculations align both with internal institutional practices and with similar programs that have already received an NWT Certificate of Registration (consult with ECE as required):

De quelle façon les estimations d'inscription à temps plein ou d'inscriptions du programme proposé s'alignent-elles avec les pratiques internes de l'établissement et les programmes semblables qui ont déjà reçu un certificat d'inscription aux TNO (consultez le MÉCF au besoin)?

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The proposed Bridge Watch Rating program is a 12-week, full-time course of study with 399 scheduled instructional hours, or about 33 hours per week. The coordinated schedule consists of four separately listed and certificated courses:

- Bridge Watch Rating Training Course (BWR)— 300 hours over nine weeks;
- STCW Basic Safety — 50.5 hours;
- STCW Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats (STCW PSC) — 32.5 hours; and
- Marine Basic First Aid and CPR (MBFA) — 16 hours.

For institutional planning and reporting, AMT proposes counting a student enrolled in the complete 12-week, 399-hour schedule as one Full Load Equivalent (FTE) for that intake. The calculation is based on the student's full-time participation in the complete prescribed schedule rather than the number of individual training certificates issued. This approach recognizes the actual instructional load while preserving each course as a separate registration, assessment and credential.

A student enrolled only in STCW Basic Safety, STCW PSC, Marine Basic First Aid or another individual short course would be reported separately and would not also be counted as a full BWR program FLE. This prevents duplicate enrolment reporting and distinguishes students completing the full employment-readiness pathway from students registering in a single professional-development or recertification course. Any student enrolled in these courses outside of the full BWR program will be listed as part-time and associated with that class enrollment data.

Each cohort and class is capped at 12 students. This aligns with the practical-training limit in Transport Canada TP 10936E and ensures sufficient instructor supervision, bridge-simulator access, equipment access, and individual competency assessment. Under AMT's initial delivery model, two annual cohorts would produce a maximum of 24 student FLEs. At full implementation, four annual cohorts would produce a maximum of 48 student FLEs, subject to student demand, qualified-instructor availability, facilities and funding.

There is currently no directly comparable Transport Canada-recognized BWR program registered elsewhere in the NWT post-secondary system. AMT's proposed method therefore follows its internal practice for reporting intensive, competency-based vocational training: a student completing the institution's full prescribed course load during the reporting period is treated as a full-time program enrolment. The method also reflects the structure used by comparable marine institutions, where the BWR course and supporting safety credentials may be scheduled together while remaining separately assessed and certificated.

AMT will confirm the final FLE methodology with ECE before submission of its enrolment reports. This will ensure that the 12-week intensive program is treated consistently with other full-time vocational programs and emerging microcredentials, while avoiding the double counting of the separate certificates completed within the coordinated schedule.

Work Integrated Learning (if applicable) / Apprentissage intégré au travail (s'il y a lieu)

Identify the number of placements required in the program and where the placements are located (including type of work setting and duration/timing of activities):

Indiquez le nombre de stages nécessaires au programme et l'endroit où auront lieu ces stages (notamment le type de milieu de travail et la durée ou le calendrier des activités) :

7

Number of program placements required: zero.

The proposed program is a 12-week, 399-hour shore-based training pathway consisting of the nine-week, 300-hour Bridge Watch Rating (BWR) course and three separately assessed marine safety courses: Marine Basic First Aid, STCW Basic Safety, and Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats. Together, these courses provide the regulated knowledge, practical skills and safety certificates needed for a graduate to begin the employer-based sea-service stage of the Transport Canada certification process.

A work placement is not incorporated into the program's instructional hours. This reflects the structure of marine certification rather than the absence of practical training. Unlike a conventional practicum, qualifying sea service must be completed aboard an eligible operating commercial or government vessel, under the vessel's master and authorized command structure. AMT cannot create, simulate, or certify it because AMT is a shore-based training institution and not a vessel operator or marine employer.

Under section 171 of the *Marine Personnel Regulations*, graduates of an approved BWR training program must complete at least two months of qualifying sea service performing bridge-watchkeeping duties. An applicant who has not completed an approved training program would normally require at least six months of qualifying sea service. The approved training route therefore substantially reduces the sea-service requirement while ensuring that students receive structured preparation before entering a working vessel environment.

The sea-service period may be completed through paid entry-level employment or an employer-sponsored cadet or trainee arrangement. It must take place aboard an eligible vessel operating in a commercial or government setting and may occur anywhere in Canada, depending on employer requirements, vessel schedules, operating seasons and hiring cycles. During this period, the seafarer gains supervised experience in lookout duties, steering, watchkeeping support, seamanship, shipboard communication and safe vessel operations. The vessel's master or authorized representative must document the qualifying sea service and complete the required

steering testimonial.

Following the 12-week program, AMT supports graduates through employment preparation, résumé and interview assistance, introductions and referrals to marine employers, guidance on Transport Canada documentation, and follow-up during the transition into the workforce. AMT has established industry and recruitment relationships with organizations including Horizon Maritime Services Ltd., GNWT Marine Transportation Services, Groupe Desgagnés Inc. and the CSL Group Inc. The Seafarers' International Union of Canada (SIU) also supports awareness of AMT graduates among marine employers and promotes the value of recruiting through a northern training institution. Preliminary discussions are underway with Algoma Central Corporation concerning a more formal graduate sea-service or cadetship pathway; however, no formal placement agreement has yet been established.

These relationships provide important employment connections but do not constitute guaranteed placements. Hiring, vessel assignment, compensation, supervision and the acceptance of sea service remain the responsibility of the employer and Transport Canada. The timing of each graduate's sea service will therefore depend on individual readiness, successful recruitment, vessel availability and the marine operating season.

AMT's Quality Management System governs the delivery and documentation of the shore-based training, including attendance, assessments, competency records and course-completion certificates. Employers and vessel masters document the subsequent sea service and steering experience, while Transport Canada determines whether the applicant has met all regulatory requirements. To obtain the full Bridge Watch Rating Certificate of Competency, an applicant must provide the required BWR training documentation, STCW Basic Safety certificate, Proficiency in Survival Craft and Rescue Boats certificate, Marine Basic First Aid certificate, qualifying sea-service records and steering testimonial, and must successfully complete the required Transport Canada examination.

This structure positions AMT as a launching point into the marine industry. Students complete the available formal training and safety certification, then prepare to pursue supervised sea service and employment with vessel operators across Canada. Once all regulatory requirements are met, Transport Canada issues the Bridge Watch Rating Certificate of Competency, which is recognized nationally.

Describe communications with employers that would indicate sufficient placements will be available:

D'après vos communications avec les employeurs, y a-t-il suffisamment d'employeurs pour offrir les stages nécessaires au programme? Expliquez :

8

AMT maintains direct and ongoing communication with federal, territorial and private-sector marine employers regarding the recruitment of Bridge Watch Rating program graduates. These communications relate to post-program employment and qualifying sea-service opportunities rather than placements incorporated into the program's instructional hours.

The employer network is proportionate to AMT's planned enrolment of no more than 12 students per cohort and an initial delivery of two cohorts, or up to 24 graduates, annually. AMT does not depend on a single vessel operator or hiring stream. Graduates may pursue qualifying sea service through northern tug and barge operations, Arctic resupply, domestic cargo shipping, offshore operations,

government vessels and other eligible commercial marine operations across Canada.

Employer and recruitment relationships include:

- **GNWT Department of Infrastructure—Marine Transportation Services:** Has committed to considering and accommodating qualified AMT graduates within its tug and barge operations on the Mackenzie River and Great Slave Lake systems, subject to operational and staffing requirements.
- **Horizon Maritime Services Ltd.:** Provides potential employment and sea-service opportunities through northern, Arctic, coastal and offshore vessel operations.
- **Groupe Desgagnés Inc.:** Recruits marine personnel for cargo and tanker vessels operating in the Eastern Arctic, Great Lakes and other Canadian routes.
- **CSL Group Inc.:** Is a major domestic marine employer with established cadet recruitment, training and entry-level hiring processes.
- **Canadian Coast Guard Arctic Region:** Has hired AMT graduates directly into deckhand positions. Indigenous AMT graduates have entered the Coast Guard through its Indigenous Participation and Training Initiative, while other qualified graduates have been considered through casual and other federal hiring processes. These are direct employment outcomes involving AMT graduates, not a general reference to graduates of marine training programs.
- **Seafarers' International Union of Canada:** Supports AMT by promoting its graduates to participating employers, communicating workforce requirements and helping students understand unionized marine employment pathways.

AMT is also developing additional relationships to broaden the number and geographic range of opportunities available to graduates. Seaspan is being considered as a potential West Coast employment pathway, and preliminary discussions are underway with Algoma Central Corporation regarding a more formal graduate sea-service or cadetship arrangement. These discussions are developmental and do not currently represent formal placement commitments.

Employer communications consistently identify demand for entry-level deck personnel who already possess recognized marine safety training, understand shipboard expectations and are prepared to work in rotational and remote operating environments. AMT's combination of BWR instruction, simulator and seamanship training, STCW Basic Safety, Proficiency in Survival Craft and Rescue Boats, and Marine Basic First Aid provides graduates with the principal training certificates and employment-readiness skills sought by these employers.

While the number and diversity of employer relationships provide reasonable confidence that opportunities will be available for cohorts of up to 12 graduates, AMT cannot guarantee an individual position or a specific start date. Hiring remains subject to vessel schedules, seasonal operations, collective-agreement provisions, medical fitness, security and criminal-record requirements, union or employer procedures, operational demand and each employer's final hiring decision.

AMT addresses this limitation by maintaining relationships with multiple employers, starting

	<p>employment preparation before graduation, coordinating employer presentations and recruitment sessions, helping students with applications and documentation, and referring qualified graduates to appropriate hiring contacts. AMT also follows up with graduates and employers to identify outcomes and improve future recruitment pathways.</p> <p>The marine employment model differs from a conventional post-secondary practicum. Qualifying sea service must be completed aboard an eligible operating vessel under the vessel's authorized command structure and documented by the employer or vessel master. AMT therefore serves as the training and workforce-development entry point: it prepares graduates to compete for employment, connects them with employers and supports their transition into the industry. Employers provide the operating-vessel environment in which graduates obtain the sea service required for eventual Transport Canada certification.</p> <p>Taken together, AMT's established employer relationships, demonstrated Canadian Coast Guard hiring of AMT graduates, industry recruitment activity and developing national partnerships indicate that there is sufficient employer interest to support the program's planned cohort size. However, these opportunities are accurately presented as employer-controlled employment and sea-service pathways rather than guaranteed institutional placements.</p>
9	<p>Describe how work integrated learning placements in other programs may be impacted because of this program: Décrivez de quelles façons les stages d'apprentissage en milieu de travail des autres programmes pourraient être touchés par la mise en place du programme proposé :</p> <p>No adverse impact on work-integrated learning placements in other NWT post-secondary programs is anticipated.</p> <p>The Bridge Watch Rating program does not include an institutional practicum or work-integrated learning placement within its 12-week, 399-hour delivery period. Students complete their classroom, simulator, seamanship and marine safety training through AMT or the partnering institution. After the program, students complete any qualifying sea service required for the <i>Transport Canada Bridge Watch Rating Certificate of Competency</i> through employment or an employer-sponsored cadet or trainee arrangement.</p> <p>Post-program sea service is specific to the federally regulated marine transportation sector. It must take place aboard an eligible operating commercial or government vessel under the vessel's authorized command structure. Shipping companies, tug and barge operators, the Canadian Coast Guard, and other marine employers provide these opportunities. They do not draw upon the health-care, education, social-service, trades or community-based placement networks used by other NWT post-secondary programs.</p> <p>AMT's marine employer relationships also operate independently from the practicum and apprenticeship arrangements maintained by Aurora College and other training providers. AMT does not request that another institution surrender placement capacity, alter its placement schedule or give AMT students priority over learners enrolled in another program. Marine employers make recruitment and vessel-assignment decisions according to their own operational requirements, hiring cycles and applicable federal regulations.</p> <p>Because qualifying sea service occurs after the AMT program and outside its instructional hours, it</p>

	<p>is not included in AMT's enrolment-load calculations and does not require coordination through another institution's work-integrated learning office. AMT supports graduates through employment preparation, employer introductions, application assistance and guidance on sea-service documentation, but it does not control or guarantee employment or vessel assignments.</p> <p>The program therefore adds a distinct marine employment pathway to the NWT post-secondary system without displacing existing practicum, apprenticeship or work-integrated learning opportunities. It may also strengthen the broader territorial training environment by expanding relationships with national employers and creating an additional route from northern training into regulated employment.</p>
10	<p>Describe the student's role, if any, in securing placement: Décrivez le rôle des étudiants, s'il y a lieu, dans l'obtention d'un stage :</p> <p>The BWR program does not include a mandatory work-integrated learning placement within its 12-week instructional period. The student's role therefore relates to securing post-program employment or an employer-sponsored cadet or trainee opportunity through which qualifying sea service may be obtained.</p> <p>Each graduate is responsible for actively pursuing suitable employment and completing the employer's recruitment and onboarding process. This includes:</p> <ul style="list-style-type: none"> • Preparing and submitting a résumé, cover letter and employment applications. • Attending employer presentations, recruitment sessions, interviews and pre-employment meetings. • Obtaining and maintaining required identification, Transport Canada documentation, marine medical certification and training certificates. • Meeting employer-specific requirements related to medical fitness, security screening, criminal-record checks, union membership, travel and availability. • Responding to employers promptly and providing complete and accurate information. • Demonstrating the professionalism, reliability, safety awareness and conduct expected in the marine industry. • Retaining and submitting sea-service records, steering testimonials, and other evidence required for a future Transport Canada application. <p>AMT provides structured assistance for current students and alumni throughout this process, where applicable. Support includes résumé and interview preparation, document-readiness reviews, employer presentations, introductions to industry contacts, referrals to appropriate opportunities and guidance on Transport Canada's sea-service documentation requirements. Where an employer identifies a recruitment opportunity, AMT may notify eligible graduates and help them understand the application process; however, AMT does not apply on a graduate's behalf or make the employer's hiring decision.</p>

AMT also coordinates with the GNWT's Department of Education, Culture and Employment (ECE) Career Development Officers to provide scheduled employment-readiness and skill-development sessions during the BWR program. These sessions are generally delivered over lunch and address résumé and cover-letter preparation, interview skills, job-search strategies, professional communication and employer expectations. This collaboration gives students practical opportunities to strengthen their employment skills, receive guidance from territorial career-development professionals and prepare for marine-sector recruitment before completing their training.

Graduates remain responsible for selecting suitable opportunities, submitting applications, participating in recruitment activities and meeting all conditions of employment. Vessel schedules, hiring decisions, compensation, travel arrangements, deployment dates and the acceptance of qualifying sea service remain under the control of the employer and Transport Canada. AMT therefore cannot guarantee employment, a vessel assignment, a particular location or the completion of sea service within a specified period.

This approach gives graduates meaningful support while developing the independence, accountability and professional judgment required of a working seafarer. It also accurately reflects the division of responsibilities within the marine industry: AMT provides regulated shore-based training and employment preparation; the graduate competes for and accepts employment; the employer provides the operating-vessel environment and shipboard supervision; and Transport Canada determines whether the resulting sea service and documentation satisfy the requirements for certification.

Describe endorsements and/or support for the program from relevant professional organizations, regulatory bodies, employers, and/or industry (attach letters, if applicable):	Indiquez les appuis pertinents que vous avez reçus pour le programme d'organisations professionnelles, d'organismes de réglementation, d'employeurs ou de l'industrie (joignez la lettre d'appui, si nécessaire) :
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The Bridge Watch Rating program is supported through formal federal regulatory recognition, multi-year government investment, employer participation and partnerships with national marine organizations. This support demonstrates that the program responds to an identified workforce need and forms part of a broader effort to increase northern and Indigenous participation in Canada's marine sector.

Transport Canada regulatory recognition

Transport Canada does not provide promotional endorsements of individual training programs. Its support is demonstrated more substantively through regulatory recognition, course oversight, institutional quality requirements and federal funding.

AMT is recognized by Transport Canada as a marine training institution and operates under a Transport Canada-approved Quality Management System. This system governs instructor qualifications, curriculum control, student assessment, attendance, records management, certificate administration, internal review and continuous improvement. Institutional recognition and Quality Management System approval establish AMT's authority and quality-control framework; approval or authorization of individual courses remains a separate regulatory process.

The BWR curriculum and assessment package has been developed and submitted in accordance with *TP 10936E—Bridge Watch Rating Training Course, Edition 2 (2024)* and the competencies contained in STCW Code Table A-II/4. This includes instructor and student materials, practical exercises, examinations, assessment tools and supporting quality-assurance documentation. The program is designed to provide the approved shore-based training required within the Transport Canada BWR certification pathway.

Transport Canada has also provided substantial institutional and program support through the Oceans Protection Plan's Marine Training Program. This multi-year investment supports AMT's instructional delivery, facilities, simulators, student services and efforts to improve access to marine employment for Northerners, Indigenous peoples and women. Transport Canada's 2024–25 Departmental Results Report specifically identifies federal support for the development of the Western Arctic Marine Training Centre as a new marine training institution.

Employer and industry support

AMT maintains active relationships with employers that recruit entry-level deck personnel and provide potential post-program employment and qualifying sea-service opportunities. Supporting employers and industry partners include:

- GNWT Department of Infrastructure's Marine Transportation Services;

- Horizon Maritime Northern Services Ltd.;
- Groupe Desgagnés Inc.;
- Canada Steamship Lines (CSL) Group Inc.;
- the Canadian Coast Guard Arctic Region; and
- the Seafarers' International Union of Canada.

These organizations have supported AMT through recruitment discussions, employer presentations, workforce-planning conversations, graduate referrals, employment opportunities and, where applicable, letters or other written expressions of support. Their participation confirms a continuing need for entry-level marine personnel who possess recognized safety training, understand shipboard expectations and are prepared for employment in northern, Arctic and national vessel operations.

The Canadian Coast Guard Arctic Region has hired AMT graduates directly into deckhand positions, including Indigenous graduates entering through the Indigenous Participation and Training Initiative. AMT's relationship with the Canadian Coast Guard also extends beyond individual hiring through its collaboration with the Canadian Coast Guard Academy. This provides an additional connection between northern training, federal marine employment and longer-term career development.

The Seafarers' International Union of Canada supports AMT by promoting the benefits of recruiting northern graduates, communicating industry expectations and helping connect qualified graduates with unionized marine employers. Employer and union participation strengthens the transition from training into employment, although all hiring and vessel assignments remain subject to each organization's operational and recruitment requirements.

Alignment with northern and national priorities

The program also aligns with the Canadian Coast Guard's *Arctic Strategy*, which advances an "in the North, by the North and for the North" approach, stronger northern partnerships, increased Arctic capacity and a more representative workforce. It similarly supports the broader objectives of Canada's *Arctic and Northern Policy Framework*, including stronger northern communities, skills development, employment, economic participation and locally accessible post-secondary training.

These policy documents are not presented as direct endorsements of AMT. They demonstrate that the program's purpose and delivery model are closely aligned with established federal and northern priorities. AMT gives practical effect to those priorities by providing regulated marine training in the Northwest Territories and preparing northern residents to pursue employment on vessels operating across Canada.

Supporting documentation

Where applicable, AMT will provide the following documents in support of this application:

- Transport Canada institutional recognition and Quality Management System documentation;
- BWR course approval, authorization or licensing documentation;
- Oceans Protection Plan funding and contribution-agreement documentation;
- the memorandum of understanding or partnership documentation with the Canadian Coast Guard Academy;
- letters of support from employers, unions and government partners;
- employer recruitment correspondence and presentation records; and
- available graduate employment and placement-outcome information.

Together, the regulatory approvals, federal investment, employer participation, Coast Guard hiring outcomes and industry partnerships demonstrate broad support for the BWR program and its role in developing a sustainable northern marine workforce.

Enrolment Planning / Planification des inscriptions

4	PROJECTED DOMESTIC STUDENT ENROLMENT INSCRIPTIONS PRÉVUES DES ÉTUDIANTS CANADIENS					
	Proposed Enrolment Inscriptions prévues	Yr. 1 1 ^{re} année	Yr. 2 2 ^e année	Yr. 3 3 ^e année	Yr. 4 4 ^e année	Annual Ongoing Annuelle
12	Total Head Count / Inscriptions totales	48				48
	Year 1 / 1 ^{re} année					
	Year 2 / 2 ^e année					
	Year 3 / 3 ^e année					
	Year 4 / 4 ^e année					
	Year 5 / 5 ^e année					
	Total FLE / Nombre total d'étudiants à temps plein	45				45
	FLE Year 1 / 1 ^{re} année					
	FLE Year 2 / 2 ^e année					
	FLE Year 3 / 3 ^e année					
	FLE Year 4 / 4 ^e année					
	FLE Year 5 / 5 ^e année					
	Anticipated Number of Graduates Nombre anticipé de diplômés	45				45

PROJECTED INTERNATIONAL STUDENT ENROLMENT (must not exceed 30% of total enrolment)					
INSCRIPTIONS PRÉVUES DES ÉTUDIANTS ÉTRANGERS (ne doivent pas dépasser 30 % du nombre total d'inscriptions)					
Proposed Enrolment Inscriptions prévues	Yr. 1 1 ^{re} année	Yr. 2 2 ^e année	Yr. 3 3 ^e année	Yr. 4 4 ^e année	Annual Ongoing Annuelle
Total Head Count / Inscriptions totales					
Year 1 / 1 ^{re} année					
Year 2 / 2 ^e année					
Year 3 / 3 ^e année					
Year 4 / 4 ^e année					
Year 5 / 5 ^e année					
Total FLE / Nombre total d'étudiants à temps plein					
FLE Year 1 / 1 ^{re} année					
FLE Year 2 / 2 ^e année					
FLE Year 3 / 3 ^e année					
FLE Year 4 / 4 ^e année					
FLE Year 5 / 5 ^e année					
Anticipated Number of Graduates Nombre anticipé de diplômés					

	Will total enrolment at the institution increase as a result of implementing this proposed program? If yes, please explain:	Est-ce que le nombre total d'inscriptions à cet établissement augmentera à la suite de la mise en œuvre du programme proposé? Si oui, expliquez :
14	<p>Implementing the proposed program will increase AMT's total annual enrolment, particularly its number of full-time, multi-month students.</p> <p>AMT currently schedules one fall intake and spring intake (Sept-Dec, Jan-April), with a maximum of 12 students per cohort. Formal implementation of the program will support continuing this intake and, when demand, instructors, facilities, and funding permit, adding a second ongoing class per intake session. This would increase AMT's annual full-time enrolment from up to 12 students in one cohort to up to 24 students across two cohorts, with four programs offered annually.</p> <p>Each intake is limited to 12 students because AMT has adopted the practical-training ratio established in <i>Transport Canada TP 10936E—Bridge Watch Rating Training Course, Edition 2 (2024)</i> as its overall cohort limit. The cap supports safe and effective access to instructors, simulators, seamanship equipment and competency-based practical assessments. It does not prevent institutional enrolment from increasing; it means that growth will occur by adding cohorts rather than increasing the number of students within an individual class.</p> <p>The proposed 12-week training pathway consists of the nine-week, 300-hour BWR course and three separately assessed marine safety courses totalling 99 hours: Marine Basic First Aid (MBFA), STCW Basic Safety, and STCW Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats (STCW PSC). For institutional headcount purposes, each participant is counted as one student per intake, although the student completes several separately documented training courses and certificates during the 12-week period.</p>	

The program also changes the nature and intensity of AMT's enrolment. AMT will continue to offer short courses such as Small Vessel Operator Proficiency and Small Domestic Vessel Basic Safety, but the proposed program adds full-time learners who remain enrolled for 12 consecutive weeks and complete 399 scheduled instructional hours. As a result, AMT will experience growth in student headcount, full-load enrolment, instructional hours, use of facilities and simulators, and demand for student and administrative supports.

These registrations are additional to AMT's existing short-course activity and will not be created by reducing or reallocating seats from other courses. By recruiting students from communities throughout the Northwest Territories and, where eligible, other northern and Indigenous communities in Canada, the program will also broaden access to regulated marine training and create a sustained full-time student population at AMT.

How many cohorts or intakes of new students will occur per year, or will there be continuous intake?	Combien y aura-t-il de nouvelles cohortes ou d'admissions de nouveaux étudiants par année? Ou opterez-vous plutôt pour un processus d'admission continue? Expliquez :
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15 The proposed program will use a fixed-cohort model rather than continuous entry. Applications will be accepted throughout the year, but admitted students will begin on one of the program's scheduled start dates and progress through the complete training sequence together. Students will not enter after a cohort has started because the curriculum, practical exercises, attendance requirements and competency assessments are sequential.

During initial implementation, AMT plans to offer two intakes each year:

- **Fall intake:** September to December
- **Winter intake:** January to April

Each intake includes the 12-week, 399-hour training pathway: the nine-week, 300-hour Bridge Watch Rating course, followed by three separately assessed marine safety courses totalling 99 hours—Marine Basic First Aid, STCW Basic Safety, and Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats. Although these are separate course listings with separate assessments and training certificates, they are scheduled consecutively so students can complete the full employment-readiness pathway within one intake.

Each cohort will be limited to 12 students. AMT has adopted this limit to provide appropriate instructor supervision and equitable access to simulators, seamanship equipment and practical assessments. At the initial two-cohort delivery level, AMT will therefore accommodate up to 24 new students annually.

Once sufficient demand, funding, facilities and qualified instructors are available, AMT may expand to two cohorts during each term. This would create a maximum of four cohorts, or up to 48 students, per academic year. This is a future capacity target and is not included in the initial enrolment projection of 24 students annually for the BWR program.

Applications may be submitted year-round and eligible applicants may be placed into the next available cohort. This approach combines accessible, flexible application timelines with fixed program start dates. It allows northern applicants sufficient time to coordinate travel, housing,

	employment and family or community responsibilities while giving AMT predictable schedules for instructors, facilities, simulators and specialized marine safety training.	
16	<p>Provide rationale for how enrolment projections were established regarding domestic/international student ratio:</p> <p>AMT's initial enrolment projection is based on a domestic-to-international student ratio of 100:0. No international students or international tuition revenue have been included in the program's initial financial, staffing or enrolment projections.</p> <p>The projected domestic enrolment was established using the following factors:</p> <ul style="list-style-type: none"> • AMT's planned cohort limit of 12 students; • two scheduled intakes per year, producing an initial annual capacity of up to 24 students; • previous program interest, applications and enrolment experience; • demand identified through northern communities, Indigenous organizations and marine employers; • the availability of qualified instructors, simulators and practical-training facilities; and • AMT's mandate and existing funding commitments to improve access to marine training for Northerners, Indigenous peoples and women. <p>The initial recruitment area is the northern Territories, followed by other northern jurisdictions and eligible Indigenous communities across Canada. Students must meet AMT's academic, identity, medical-fitness, and program-documentation requirements, as well as any applicable Transport Canada requirements for marine training and eventual certification.</p> <p>AMT is not currently structured to recruit international students or support the federal study-permit process. It does not maintain an international admissions office, international recruitment infrastructure or the institutional authorization required to issue documentation for study-permit purposes. Consequently, international enrolment has been excluded from the projected headcount.</p> <p>The 100% domestic projection is therefore a deliberate and conservative planning assumption rather than a statement that every Transport Canada marine course is legally restricted to Canadian citizens and Permanent Residents. If AMT considers international admissions in the future, it would first confirm the applicable Immigration, Refugees and Citizenship Canada requirements, Transport Canada eligibility and certification requirements, institutional authorization, student-support capacity, insurance and funding implications. Any international enrolment would be treated as a future expansion and would not displace seats intended for northern and Canadian learners under the current program model.</p>	<p>Comment avez-vous calculé les prévisions d'inscriptions concernant le taux d'étudiants canadiens et étrangers? Expliquez :</p>
	<p>Explain assumptions regarding attrition and/or number of graduates:</p>	<p>Quelles sont vos hypothèses sur la diminution de l'effectif étudiant ou sur le nombre de diplômés? Expliquez :</p>

AMT's enrolment and graduation projections assume a program-completion rate of at least 90% and an attrition rate of no more than 10%. This assumption is based on AMT's experience delivering marine training, its small cohort size, the student supports available and the program's direct connection to marine employment opportunities.

AMT currently delivers two cohorts annually, with up to 12 students in each BWR program. Current annual capacity is 24 students. At a completion rate of at least 90%, AMT expects approximately 11–12 graduates per cohort, or 22–24 graduates annually under the existing delivery model.

ECE's acceptance of the application will support AMT's plan to double delivery from two to four cohorts annually. Expanded delivery would provide up to 48 student spaces each year. Applying the same completion assumption, AMT projects approximately 44–48 graduates annually once four-cohort delivery is fully implemented.

The projected increase is based on adding cohorts rather than increasing individual class sizes. Each cohort will remain limited to 12 students to provide appropriate instructor supervision and equitable access to simulators, seamanship equipment, practical exercises and competency assessments. The four-cohort model may therefore include two classes during the fall delivery period and two during the winter delivery period, subject to the availability of qualified instructors, facilities and program funding.

ECE recognition is important to this expansion because it will establish the program within the NWT post-secondary system and may allow eligible students to apply for territorial Student Financial Assistance, subject to applicable SFA policies and individual eligibility. This would create a more sustainable student-funding pathway, reduce reliance on time-limited federal program funding and make additional cohorts more accessible to northern learners.

While Oceans Protection Plan funding remains available, eligible students may receive supports such as tuition, required training materials, travel, accommodations, living or training allowances, medical documentation and other approved expenses. These supports reduce the financial and geographic barriers that can contribute to withdrawal from full-time training.

AMT's Quality Management System establishes requirements for attendance, assessment, student records, and academic monitoring. The 12-student cohort size allows instructional and administrative staff to closely monitor attendance, academic progress, practical competencies, and student well-being. Students who may be experiencing difficulty in the program may receive instructor assistance, additional practice where permitted, academic guidance and referrals to available community or territorial services.

Potential causes of attrition include personal or family circumstances, medical fitness, travel disruptions, employment conflicts, attendance issues, difficulty meeting academic or practical competency standards, and the demands of an intensive full-time program. AMT addresses these risks through prerequisite verification, clear admissions information, student orientation, regular progress monitoring, early intervention and individualized support.

For reporting purposes, a BWR program graduate is a student who successfully completes the full 12-week, 399-hour training pathway. This consists of the nine-week, 300-hour BWR course and the separately assessed Marine Basic First Aid, STCW Basic Safety, and STCW Proficiency in Survival

Craft and Rescue Boats Other Than Fast Rescue Boats courses. Students who complete only some courses will retain the applicable course records or certificates but will not be counted as graduates of the complete 12-week program.

AMT's program-completion calculation does not include post-program employment, qualifying sea service, or issuance of the *Transport Canada Bridge Watch Rating Certificate of Competency*. These are subsequent stages controlled by employers and regulators. A graduate will not be recorded as program attrition solely because the graduate has not yet obtained employment, completed qualifying sea service or received the final occupational certificate.

AMT's annual planning assumptions are therefore:

Delivery stage	Cohorts	Students admitted	Expected attrition	Expected graduates
Current delivery	2	Up to 24	0–2	22–24
Following ECE acceptance and full expansion	4	Up to 48	0–4	44–48

Actual completion and attrition rates will be monitored by cohort and reviewed through AMT's quality-assurance, student-support and program-evaluation processes.

	What is the minimum number of FLEs needed for this program to be viable (the “break-even” point):	Quel est le nombre minimal d’inscriptions à temps plein nécessaire qui permettrait au programme proposé d’être viable (le seuil de rentabilité)? Expliquez :
18	<p>The Bridge Watch Rating (BWR) program is primarily supported by federal core funding under the Oceans Protection Plan (OPP), which covers program delivery costs, including instructional salaries, equipment maintenance, simulator use, and student training allowances. Because this funding structure offsets most operational and instructional expenses, the program’s financial viability does not depend solely on tuition or full-cost recovery.</p> <p>Each cohort is capped at 12 students to allow for practical simulator training and individual competency assessment. Based on current instructional and facility costs, AMT has determined that each cohort must include at least 10 Full-Load Equivalent (FLE) students to sustain viable operations. This ensures efficient scheduling, optimal use of simulators, and the justification of administrative and program support costs.</p> <p>Continued OPP funding provides long-term stability for the BWR program. At the same time, AMT develops additional revenue and support streams through partnerships with industry employers, Transport Canada initiatives, and other education agreements.</p>	

Learner Demand / Demande d’étudiants

	Describe the labour market demand within the NWT for graduates of the proposed program, detailing how such demand is forecasted (attach supporting documentation):	Quelle est la demande du marché du travail ténos pour les diplômés du programme proposé? Expliquez comment vous avez effectué vos prévisions (joignez les documents justificatifs) :
19	<p>Labour-market demand for Bridge Watch Rating program graduates is clear and sustained, although the NWT market is specialized, seasonal and concentrated among a relatively small number of marine employers. Within the territory, qualified entry-level deck personnel are required to support tug and barge operations, community ferry services, Coast Guard operations, northern resupply, research and environmental-monitoring vessels, and other government and commercial vessel operations.</p> <p>The BWR program meets this demand by preparing Northern residents for entry-level positions such as deckhand, ordinary seafarer, bridge watch trainee, and other ratings-level deck occupations. These positions provide employment and qualifying sea-service opportunities through which graduates can progress toward the full <i>Transport Canada Bridge Watch Rating Certificate of Competency</i> and, subsequently, higher marine certificates.</p> <p>AMT’s labour-market forecast is based on three complementary sources of evidence:</p> <ul style="list-style-type: none"> • National marine-sector labour-market research; • GNWT occupational-demand projections; and • Direct communication with employers, unions, government vessel operators and AMT graduates. <p>The 2025 <i>Canadian Seafarers Pathway Study</i> provides the most comprehensive national assessment of demand for workers aboard Canadian commercial and public-sector vessels. It found</p>	

that 86% of surveyed marine employers were experiencing recruitment difficulties and that more than 3,600 seafaring positions were unfilled in 2024. The study forecasts that Canadian vessel operators will need to recruit more than 8,300 workers by 2029 to address retirements, employee turnover and industry demand. This represents more than 30% of the existing domestic seafaring workforce.

Approximately 56% of the projected hiring requirement relates to key onboard occupations, including deck and engine ratings and navigation and engineering officers. The study further concludes that, at current enrolment and graduation rates, Canadian marine training institutions will produce only approximately 40% of the workers required for these key occupations. Even if existing programs operated at full enrolment and achieved 100% completion, national training capacity would remain insufficient. The study therefore recommends increased public investment in marine training, expanded access in underserved geographic areas, improved student financial support and additional pathways for obtaining qualifying sea service.

These national findings are directly relevant to the NWT. Marine credentials are federally regulated and nationally portable; therefore, NWT residents may work aboard vessels operating within the territory, throughout the Arctic or elsewhere in Canada while continuing to reside in the North. Labour demand should consequently be assessed on both a territorial and national basis. Restricting the analysis to jobs permanently based in one NWT community would significantly understate the employment market available to graduates working rotational, seasonal or voyage-based schedules.

The GNWT's *NWT Jobs in Demand: 15-Year Forecast* provides additional territorial context. The underlying labour-market model estimates future demand for approximately 140 occupational groups at the three-digit National Occupational Classification level across the NWT and its six regions. It considers economic growth, industry activity, retirements, migration, occupational turnover and replacement demand. Marine deck occupations are not isolated as a separate category because of the NWT's small workforce and the aggregation of occupations within broader transportation classifications. The territorial forecast must therefore be considered together with marine-specific national research and direct evidence from employers.

AMT supplements these published forecasts through direct and continuing communication with:

- GNWT Department of Infrastructure and Marine Transportation Services;
- Canadian Coast Guard Arctic Region;
- Horizon Maritime;
- Groupe Desgagnés;
- CSL Group;
- Algoma Central Corporation;
- Seafarers' International Union of Canada; and

- Other northern vessel operators, ferry services and marine-sector partners.

These discussions consistently identify a need for qualified entry-level deck personnel and for a stronger northern recruitment and training pipeline. The Canadian Coast Guard has hired AMT graduates as deckhands through its Indigenous Participation and Training Program (CCG IPT Program), while other graduates have secured positions with private carriers and marine employers operating in the North and elsewhere in Canada. AMT's internal graduate tracking indicates that approximately 97% of graduates obtain employment within one year of completing their training.

Several characteristics of the NWT marine labour market are expected to sustain demand:

- Reliance on seasonal marine resupply for communities without year-round road access;
- Continued tug, barge, ferry and fuel-transport operations on the Mackenzie River, Great Slave Lake and Arctic coastal routes;
- Recruitment and replacement needs within the Canadian Coast Guard Arctic Region;
- Retirement and turnover within an ageing national seafaring workforce;
- Difficulty recruiting qualified employees for seasonal and rotational northern work;
- Growth in Arctic research, environmental monitoring, emergency response and marine infrastructure activity; and
- The need to increase Indigenous and northern participation in federally regulated marine employment.

The BWR curriculum addresses the competencies in STCW Code Table A-II/4 for ratings forming part of a navigational watch. Successful completion provides graduates with Transport Canada-recognized shore-based training in lookout duties, steering, bridge-watch support, seamanship, shipboard communications, safe working practices and pollution prevention.

Completing the BWR program does not, by itself, guarantee employment or result in the immediate issuance of the full *Transport Canada Bridge Watch Rating Certificate of Competency*. Graduates must still satisfy Transport Canada's applicable sea-service, steering, medical and documentary requirements. AMT cannot provide qualifying sea service because it is a shore-based training institution, not a vessel operator. Its role is to provide regulated training, prepare graduates for recruitment, connect them with employers, and support their transition into positions where they can obtain the required sea service.

Taken together, the national shortage, the GNWT occupational outlook, direct employer engagement and AMT's graduate outcomes demonstrate that demand for BWR-trained northern residents is both immediate and long-term. ECE recognition will allow AMT to expand from two to four cohorts annually, improve access to Student Financial Assistance and produce a larger northern workforce for essential marine operations without relying exclusively on time-limited federal training funding.

	Describe which stakeholder groups were consulted regarding demand/need for this program (i.e., students, faculty, employers, professional associations, community, other post-secondary education institutions):	En ce qui concerne la demande ou les besoins du programme proposé, quels groupes d'intervenants avez-vous consultés (p. ex., les étudiants, le corps professoral, les employeurs, les associations professionnelles, les membres de la collectivité, d'autres établissements postsecondaires)?
20	<p>AMT's consultation process is ongoing and includes regulatory authorities, employers, industry organizations, students, graduates, instructors, marine training institutions, Indigenous governments, community organizations and territorial education partners. These consultations have informed the program's curriculum, delivery model, student supports, cohort size, employment preparation and planned expansion.</p> <p>Regulatory and government consultation</p> <p>AMT engages with Transport Canada Marine Safety and Security (TC MSS) regarding institutional recognition, its Quality Management System, instructor qualifications, course documentation, assessment standards and compliance with <i>TP 10936E Bridge Watch Rating Training Course (Edition 2, 2024)</i>. Transport Canada's role is regulatory; its recognition confirms that the training and quality-assurance processes meet applicable federal standards but does not guarantee employment or assess territorial labour demand.</p> <p>AMT also engages with the GNWT Department of Education, Culture and Employment (ECE) regarding private training institution registration, system coordination, quality assurance, micro-credential recognition and access to Student Financial Assistance (SFA). ECE Career Development Officers support student career preparation through lunch-and-learn sessions on résumé development, interview preparation, job-search skills and workplace expectations.</p> <p>Employer and industry consultation</p> <p>AMT maintains direct, ongoing communication with northern and national vessel operators about workforce demand, entry-level hiring requirements, sea-service opportunities, and the competencies expected of new deck personnel. These consultations consistently identify shortages associated with retirements, seasonal recruitment, limited northern training access and competition for qualified seafarers.</p> <p>Employers and vessel operators consulted include:</p> <ul style="list-style-type: none"> • GNWT Department of Infrastructure and Marine Transportation Services: Discussions have focused on the need for qualified deck personnel to support tug, barge, ferry, resupply and fuel-delivery operations on the Mackenzie River, Great Slave Lake and related northern routes. These discussions reinforce the importance of an NWT-based training and recruitment pipeline. • Canadian Coast Guard Arctic Region: Engagement has addressed northern recruitment, entry-level deck employment, Indigenous participation and the development of a workforce that can support expanding Arctic operations. The Canadian Coast Guard has hired AMT graduates as deckhands through its Indigenous Participation and Training Program and through other employment pathways. 	

- **Horizon Maritime:** Consultations have addressed entry-level recruitment, offshore and Arctic vessel operations, employer expectations and opportunities for graduates to obtain experience aboard operating vessels.
- **Groupe Desgagnés:** Engagement has focused on employment and sea-service opportunities aboard vessels operating on eastern Arctic, Great Lakes and St. Lawrence routes.
- **CSL Group:** Discussions have addressed recruitment, cadet and entry-level employment pathways, sea-service opportunities and the competencies required for work aboard domestic cargo vessels.
- **Algoma Central Corporation:** AMT is in discussions concerning a more formal graduate-placement relationship.
- **Other marine employers and vessel operators:** AMT continues to develop relationships with ferry operators, tug and barge companies, research-vessel operators and other organizations that can provide employment or qualifying sea-service opportunities.

Employer consultations have also confirmed the importance of distinguishing the nine-week BWR course from the separate certificates commonly required for vessel employment. Depending on the vessel, position and certification pathway, employers may require STCW Basic Safety, STCW Proficiency in Survival Craft and Rescue Boats, Marine Basic First Aid, a valid Marine Medical Certificate and other position-specific documentation in addition to the BWR course.

Student and graduate consultation

AMT consults current students and graduates through application interviews, orientation discussions, course evaluations, exit surveys, informal feedback, graduate follow-up and employment-outcome tracking. A 2024 AMT marketing study included interviews with students and contributed to amendments to institutional policies, procedures, communications and student supports.

Students and graduates consistently identify the following barriers to entering the marine industry:

- The cost of travelling to and attending southern marine training institutions;
- Limited access to accommodations while completing training;
- The cost and availability of marine medical examinations and required documents;
- A lack of awareness of marine careers and Transport Canada certification pathways;
- Difficulty understanding the distinction between classroom training, professional certificates and qualifying sea service; and
- Limited personal or professional connections to marine employers.

This feedback influenced AMT's northern delivery model and the inclusion of housing, travel

coordination, living and training allowances, meals, safety equipment, document support, career preparation and employer introductions where funding permits. Students report that access to training in the North makes participation possible for individuals who could not otherwise relocate to southern Canada.

AMT also tracks graduates after completion to evaluate whether the training is producing meaningful employment outcomes. Graduate feedback is used to identify additional employer requirements, improve career preparation and clarify the steps required to move from classroom training into vessel employment and full Transport Canada certification.

Faculty, instructors and marine training institutions

AMT consults Transport Canada-approved instructors, assessors, subject-matter experts, and program administrators on curriculum delivery, student readiness, practical training requirements, assessment methods, and instructor-to-student ratios.

In August 2025, Transport Canada Marine Safety and Security (TC MSS) approved Arctic Marine Training as a Recognized Independent training institute through AMT's Quality Management System and facility inspection. In February 2026, TC MSS recognized AMT's developed BWR course curriculum, along with its assessment standards, quality assurance, and alignment with *TP 10936E*.

AMT also maintains collaborative relationships with other northern training and post-secondary organizations, including:

- **Nunavut Fisheries and Marine Training Consortium (NFMTC):** AMT and NFMTC have a Memorandum of Understanding (MOU) supporting cooperation in northern marine education, instructor and program development, and improved access to training for northern residents.
- **Aurora College:** Engagement has included regional training coordination, facility access, student referrals and opportunities to make marine training more accessible outside Hay River.
- **Gwich'in Tribal Council Education and Training:** Collaboration has included recruitment, regional delivery, learner referrals and training opportunities for residents of the Beaufort Delta.
- **Recognized STCW and marine safety training providers:** Consultation ensures that separate Marine Basic First Aid, STCW Basic Safety and Proficiency in Survival Craft and Rescue Boats courses are delivered by appropriately qualified instructors under their own approved syllabi, assessment processes and quality-management requirements.

Indigenous, community and education partners

AMT consults Indigenous governments, community organizations, municipal representatives and education authorities to ensure that the program responds to northern employment priorities and is accessible to learners from smaller communities.

Stakeholders include:

- **K'atl'odeeche First Nation:** Engagement has addressed local employment, Indigenous participation, training access and opportunities for residents to enter the marine sector.
- **Town of Hay River:** Discussions have highlighted the importance of marine training to economic diversification, workforce development and Hay River's role as a northern transportation and marine-service centre.
- **Hay River District Education Authority and South Slave Divisional Education Council:** Collaboration includes school outreach, career presentations, facility visits and early exposure to marine and skilled-career pathways for high-school students.
- **Other Indigenous and community partners across the NWT:** Engagement focuses on recruitment, referrals, community-based delivery, travel barriers, student supports and ensuring that northern residents can access federally recognized training without permanently leaving the North.

These consultations support the principle of developing training in the North, for northern residents, while preparing graduates for nationally portable employment.

Professional associations and sector organizations

AMT engages with professional, labour and marine-sector organizations to understand hiring requirements, workforce trends and career-progression opportunities.

The Seafarers' International Union of Canada (SIU) has supported AMT's efforts to connect graduates with unionized marine employers and has provided information on recruitment, documentation, workplace expectations and employment pathways.

AMT also maintains engagement with the Canadian Marine Careers Foundation and its Imagine Marine initiative. The Foundation's *Canadian Seafarers Pathway Study* provides independent sector-wide evidence of the national shortage of seafarers, limited marine training capacity and the need for additional investment in accessible regional training.

Influence of consultation on program development

Stakeholder input and legislation has directly informed:

- Delivery of the BWR program within the NWT
- A maximum cohort size of 12 for practical supervision and individual assessment;
- Separate identification of BWR, STCW Basic Safety, STCW Proficiency in Survival Craft and Rescue Boats, and Marine Basic First Aid as independently assessed professional courses;
- Inclusion of housing, travel, living allowances, meals and documentation support where funding permits;
- Career-development sessions, employer presentations and recruitment activities;

- Employer introductions and assistance locating post-program sea-service opportunities;
- Continued development of training partnerships across the Arctic;
- The planned expansion from two to four cohorts annually once ECE registration and a sustainable blended-funding model are established.

Explain the results of these consultations and attach any supporting documentation:

Quels sont les résultats de ces consultations? Expliquez et joignez tout document justificatif :

21

Consultations with employers, students, graduates, instructors, Indigenous and community partners, professional associations and government organizations produced a consistent set of findings. The results confirm that the Bridge Watch Rating program addresses a documented marine workforce need, reduces barriers for northern residents, and provides the regulated shore-based training required to begin a professional marine career.

Employer and industry results

Marine employers identified continuing difficulty recruiting qualified entry-level deck personnel, particularly deck personnel, particularly for northern, seasonal and rotational vessel operations. Employers attributed these shortages to retirements, workforce turnover, limited awareness of marine careers, competition for qualified seafarers and the limited availability of Transport Canada-recognized training in northern Canada.

Consultations also clarified that employment readiness depends on several separate requirements. The nine-week BWR course provides 300 hours of classroom, simulator, seamanship and competency-assessment training under *TP 10936E*. Depending on the vessel, employer and certification pathway, students may also require separate certificates in STCW Basic Safety, Proficiency in Survival Craft and Rescue Boats, and Marine Basic First Aid, together with a valid Marine Medical Certificate and other employment documents.

Employers confirmed that completing the shore-based training is an important first step but does not replace qualifying sea service. Graduates must obtain employment or an appropriate vessel assignment to accumulate the sea service, steering experience and supporting records required by Transport Canada for the full BWR certificate. This finding reinforces AMT's role as a launching point into the marine industry rather than as a vessel operator, employer or cadetship provider.

AMT supports graduates through career preparation, employer presentations, document readiness, referrals and introductions. Employer interest does not guarantee hiring or sea service. Vessel schedules, medical and security requirements, collective agreements, operational requirements and final hiring decisions remain under employer control.

Nevertheless, consultations with GNWT Marine Transportation Services, the Canadian Coast Guard Arctic Region, Horizon Maritime, CSL Group, Groupe Desgagnés, Algoma Central Corporation, the Seafarers' International Union and other marine-sector partners demonstrate continuing demand and a willingness to recruit, interview and consider qualified AMT graduates.

Student and graduate results

Students and graduates identified geography and cost as the most significant barriers to marine training. Attending a southern institution may require airfare, accommodation, meals, local transportation and an extended absence from family, employment and community responsibilities. For many northern residents, these indirect costs exceed the course fee and make participation impractical.

Students emphasized the importance of:

- Delivering regulated marine training within the NWT;
- Providing housing, travel and living supports where funding permits;
- Assisting with marine medical examinations, Candidate Document Numbers and required identification;
- Explaining the difference between course completion, provisional eligibility, sea service and full Transport Canada certification;
- Providing résumé writing, interview preparation and employment-readiness sessions;
- Offering direct exposure to employers and marine career pathways; and
- Maintaining contact with graduates as they transition into employment and sea service.

The 2024 AMT Marketing Study and subsequent student feedback informed changes to recruitment, communications, institutional policies, student supports and career preparation. AMT also coordinates with ECE Career Development Officers to provide lunch sessions on résumé development, interview preparation, job-search strategies and workplace expectations.

Graduate feedback and AMT's internal outcome tracking show positive employment results with the Canadian Coast Guard, Horizon Maritime, Marine Transportation Services and other marine employers. Approximately 93% of AMT graduates obtain employment within one year of completing training. An anonymized graduate-outcomes report should be attached identifying the reporting period, number of graduates contacted, response rate and definition of employment used in calculating this result.

These findings demonstrate that local delivery does more than reduce travel. It allows students to enter a nationally regulated industry while remaining connected to their families, communities and territorial support systems.

Regulatory, faculty and instructor results

Consultations with instructors, assessors and Transport Canada Marine Safety and Security confirmed that BWR must remain competency-based. Effective delivery requires qualified instructors, classroom instruction, simulator access, supervised seamanship practice, individual assessment and complete attendance and student records.

In August 2025, after reviewing AMT's Quality Management System and inspecting its Hay River training facility, Transport Canada Marine Safety and Security approved Arctic Marine Training as a

Recognized Independent Training Institute. This recognition established AMT as independently responsible for its facilities, instructional delivery, instructors, assessments, quality assurance and regulatory records.

In February 2026, Transport Canada Marine Safety and Security formally recognized AMT's independently developed BWR course curriculum, including its course content, instructional materials, assessment standards, quality-assurance procedures and alignment with *TP 10936E Bridge Watch Rating Training Course, Edition 2, 2024*.

AMT therefore delivers the BWR course under its own Transport Canada recognition and Quality Management System. It does not rely on another post-secondary institution for curriculum approval, delivery authorization, assessment authority or quality assurance.

The Transport Canada review confirmed the need for:

- A maximum cohort size that protects simulator access and individual assessment;
- Appropriately qualified instructors and assessors;
- Competency assessment rather than attendance alone;
- Complete attendance, assessment and certification records;
- Continuing application of AMT's Quality Management System;
- Appropriate facilities and equipment for classroom, simulator and practical instruction; and
- Ongoing compliance with Transport Canada monitoring and quality-assurance requirements.

This distinction is important to the ECE review. AMT is not asking ECE to determine whether the BWR curriculum satisfies federal marine-training standards. Transport Canada Marine Safety and Security has already completed that technical and regulatory review. ECE's review concerns the separate territorial questions of post-secondary registration, program recognition and student eligibility for territorial financial assistance.

The BWR program is therefore not an untested local course. It is federally recognized professional training delivered by a Transport Canada-recognized independent training institute. ECE recognition would complement, rather than duplicate, the federal regulatory process.

Community and Indigenous consultation results

Consultations with K'atl'odeeche First Nation, the Town of Hay River, the Hay River District Education Authority and other education and community partners identified broad support for accessible northern marine training.

Partners emphasized:

- Increasing Indigenous and northern participation in marine employment;

- Providing training close to students' home communities;
- Creating career pathways for high-school graduates and adult learners;
- Supporting local employment and economic diversification;
- Reducing dependence on workers recruited from outside the NWT;
- Building northern participation in marine transportation, community resupply, environmental protection and emergency response; and
- Providing credentials that are portable throughout Canada.

These findings support AMT's continued school outreach, community recruitment, regional delivery partnerships and efforts to remove travel, housing and financial barriers.

The consultation results are consistent with the Canadian Coast Guard's "in the North, by the North and for the North" approach. That wording comes directly from the Coast Guard's *Arctic Strategy* rather than the broader *Arctic and Northern Policy Framework*.

Professional and sector-organization results

Engagement with the Canadian Marine Careers Foundation, the Seafarers' International Union, the Canadian Council of Marine Employers and other sector organizations reinforced employer concerns about the national shortage of trained seafarers.

The 2025 *Canadian Seafarers Pathway Study* found that 86% of surveyed employers experienced recruitment difficulty and that more than 3,600 seafaring positions were unfilled in 2024. It forecasts that more than 8,300 workers will be required by 2029 to address retirements and industry demand. This represents more than 30% of the existing workforce.

Approximately 56% of the projected requirement is for key onboard occupations, including deck and engine ratings and navigation and engineering officers. The study also concludes that, at current enrolment and graduation rates, Canadian marine training institutions will meet only approximately 40% of demand for these occupations. Access to training and qualifying sea service are identified as major workforce bottlenecks.

These findings corroborate AMT's consultations. The workforce challenge is not simply a shortage of interested applicants; it also reflects insufficient access to training, student financial support, employer-based sea service and clear certification pathways.

Alignment with federal priorities

Transport Canada's Marine Training Program provides particularly strong validation of the consultation results. The federal program was created to prepare Indigenous Peoples, Northerners and women for marine careers while responding to the marine industry's need for a skilled and diverse workforce.

Since 2016, the Government of Canada has invested \$58 million in the Marine Training Program. Transport Canada reports that more than 1,100 students have graduated from participating

institutions and entered employment with the Canadian Coast Guard, ferry operators and other marine employers.

For the April 2023 to March 2027 contribution period, the Western Arctic Marine Training Consortium was allocated approximately \$6.4 million to increase access to marine training and employment for Indigenous Peoples, women and other underrepresented groups. This investment provides direct federal recognition that marine training in Hay River responds to an identified public-policy and workforce need.

The Canadian Coast Guard's 2024 *Arctic Strategy* provides further support. It identifies increasing vessel traffic, expanding community-resupply requirements, greater demand for Coast Guard services and the need for a representative northern workforce. Its engagement findings include removing employment barriers, creating jobs in northern communities and leading policy from the North. The strategy also confirms that the Coast Guard Arctic Region is headquartered in Yellowknife and maintains a staff base in Hay River.

The Coast Guard's 2026–27 Integrated Business and Human Resource Plan identifies the Arctic Region's Indigenous Participation and Training Initiative and the need to develop northern personnel, training and marine capacity. This supports the employment pathway through which AMT graduates have entered entry-level deck positions.

Canada's *Arctic and Northern Policy Framework* was co-developed with territorial governments and more than 25 Indigenous partners. Its goals include strong, sustainable, diversified and inclusive northern economies; improved infrastructure; safe and secure communities; and reconciliation supporting Indigenous self-determination. AMT advances these goals by developing regulated professional-training capacity within the NWT.

Alignment with GNWT priorities

The correct territorial labour-market reference is *NWT Jobs in Demand: 15-Year Forecast*, not a 20-year forecast. The handbook states that labour-market evidence should help educators and training providers develop programs that respond to long-term employment demand.

The GNWT's 2021 *Skills 4 Success Performance Review* is also directly relevant. Its measures of success include:

- NWT post-secondary institutions offering programs that respond to labour-market needs;
- Increased access to upgrading, retraining and skills development linked to employment;
- Student Financial Assistance helping residents overcome barriers to education;
- Partnerships supporting substantive skills development;
- Pathways from secondary school into education and employment; and
- NWT institutions offering programming for jobs in demand directly or in partnership with other institutions.

These measures closely reflect AMT's delivery model and the purpose of this application. ECE registration would recognize federally regulated professional training within the territorial post-secondary system, improve access to Student Financial Assistance and reduce AMT's long-term dependence on a single federal contribution program.

Overall consultation result

The consultations did not identify BWR as a conventional academic program with an institutionally controlled practicum. They confirmed that it is a federally regulated professional training pathway in which classroom, simulator and seamanship instruction are followed by employer-controlled sea service.

AMT cannot manufacture qualifying sea service or guarantee vessel employment. It can provide the federally recognized training, assessments, documentation, student supports, career preparation and employer connections that allow northern residents to compete for entry-level positions and begin accumulating the experience required for full certification.

Collectively, the consultations and supporting evidence demonstrate that:

- There is a defined territorial and national need for trained entry-level seafarers;
- Northern residents face substantial geographic and financial barriers to training;
- Employers support a northern training and recruitment pipeline;
- Students benefit from local delivery and wraparound supports;
- Indigenous and community partners support training connected to northern employment;
- AMT is a Transport Canada-recognized independent training institute;
- AMT's BWR curriculum, assessments and quality-assurance processes have been recognized by Transport Canada;
- The program aligns with federal and GNWT workforce priorities; and
- ECE recognition would provide a sustainable territorial mechanism for supporting regulated professional and micro-credential training.

Supporting documentation

AMT regulatory and program documentation

- ☐ Transport Canada Marine Safety and Security's August 2025 recognition of Arctic Marine Training as a Recognized Independent Training Institute;
- ☐ Documentation confirming Transport Canada's review of AMT's Quality Management System;

- ☐ Transport Canada's facility-inspection report or confirmation of successful inspection;
- ☐ Transport Canada Marine Safety and Security's February 2026 recognition of AMT's BWR curriculum, assessment standards and alignment with *TP 10936E*;
- ☐ AMT Quality Management System Manual;
- ☐ AMT BWR program outline, curriculum table of contents and assessment framework;
- ☐ Current evidence of AMT's listing or recognition as a marine training institution; and
- ☐ *Transport Canada TP 10936E Bridge Watch Rating Training Course, Edition 2, 2024.*

Consultation and outcome documentation

- ☐ Employer letters of support and relevant correspondence;
- ☐ A consultation log identifying dates, organizations, participants and subjects discussed;
- ☐ WAMTC Marketing Study Findings (2024);
- ☐ Anonymized student feedback and course-evaluation summary;
- ☐ Anonymized graduate employment and follow-up report;
- ☐ Relevant memoranda of understanding and training-partnership agreements;
- ☐ Community and Indigenous letters of support; and
- ☐ Evidence of graduate hiring or participation in employer and Canadian Coast Guard entry-level pathways, with personal information removed.

Identify and explain any additional factors that may impact demand for this proposed program:

Quels autres facteurs pourraient avoir une incidence sur la demande pour le programme proposé? Indiquez et expliquez-les :

22

Climate change and Arctic accessibility are expanding marine activity throughout northern waterways. The *Canadian Coast Guard Arctic Strategy* notes that longer navigation seasons and reduced sea ice are driving growth in commercial shipping, community resupply, and marine research. These developments are creating sustained demand for Transport Canada-certified crew to support safe navigation and environmental response across the Mackenzie River, Great Slave Lake, and Arctic coastal routes.

Federal and territorial investments in northern infrastructure and sovereignty initiatives are also increasing workforce needs. Programs such as the *National Shipbuilding Strategy*, *Oceans Protection Plan*, and *Arctic and Northern Policy Framework* have established new marine response capacity, vessel operations, and base infrastructure across the Arctic. The Coast Guard's commitment to achieving a year-round Arctic presence will further expand employment opportunities for graduates trained in Hay River across Canada's north.

Workforce demographics are another critical factor. The *Canadian Seafarers Pathway Study* projects that over one-third of Canada's current seafarers will retire by 2030. Existing southern training

	<p>institutions cannot produce enough graduates to meet this replacement demand, positioning AMT as an essential northern training provider. The Seafarers International Union (SIU) has commended AMT for its initiatives and has worked with employers that work with the Union to advocate for Yellowknife as a deployment location for member organizations. Through the Union's advocacy, Northerners working for larger national carriers can be employed elsewhere in Canada while remaining NWT residents, maintaining a strong work-life balance and staying in the North.</p> <p>Economic diversification and Indigenous participation are creating new opportunities in marine logistics, tourism, fisheries, and resource transport. Community governments and Indigenous organizations have identified marine training as a priority for employment and regional self-reliance. Local program accessibility significantly influences demand. Before AMT's establishment, northern residents faced financial and travel barriers to attending southern institutions for similar training programs. Delivering the BWR program in the NWT removes these barriers and supports increased participation, completion, and employment outcomes.</p>	
23	<p>Will this program target students from outside of their home region? If yes, which region of the NWT, other jurisdiction, and/or geographic area:</p>	<p>Le programme proposé ciblera-t-il des étudiants qui devront partir de leur région d'origine pour étudier? Si oui, de quelle région des TNO, de quel territoire, de quelle province ou de quel pays?</p>
	<p>The Bridge Watch Rating (BWR) program will target students from across the Northwest Territories and other northern jurisdictions, as well as domestic applicants seeking Transport Canada-recognized marine certification. The <i>GNWT Jobs in Demand: 20-Year Forecast</i> identifies sustained employment growth in the transportation and heavy industry sectors, including marine operations critical to the territory's economy.</p> <p>Demand for qualified marine crew extends beyond Hay River to regional communities connected by the Mackenzie River and Great Slave Lake systems, confirming that residents across the territory will benefit from access to AMT's training. The <i>Arctic and Northern Policy Framework</i> further supports this approach, promoting cross-territorial access to training programs that strengthen Arctic sovereignty and northern workforce participation. The <i>Canadian Coast Guard Arctic Strategy</i> outlines a commitment to collaboration "in the North, by the North, and for the North," emphasizing the need to build shared capacity.</p> <p>In line with its Quality Management Systems Manual, AMT will recruit from northern, Indigenous, and remote communities across the Arctic while maintaining access for applicants from other jurisdictions.</p>	
24	<p>Describe how the enrolment plan aligns with the anticipated demand for this program:</p>	<p>Comment la planification des effectifs répond-elle à la demande anticipée pour le programme proposé? Expliquez :</p>
	<p>The enrolment plan for the BWR program is designed to align with both territorial and national workforce forecasts, demonstrating a sustained need for certified entry-level mariners across Canada's northern regions. The <i>GNWT Jobs in Demand: 20-Year Forecast</i> confirms ongoing labour shortages in the transportation and marine services sector in the NWT, particularly in remote and resupply-dependent regions</p> <p>The <i>Canadian Seafarers Pathway Study</i> projects that the Canadian marine sector will require over</p>	

	<p>8,000 new seafarers within the next five years, with deckhand crew positions representing the largest share of vacancies. The study identifies insufficient national training capacity and emphasizes the need for expanded programming to meet these labour demands. AMT's enrolment plan responds to this by maintaining class sizes that reflect realistic training while prioritizing quality, employability, and program completion.</p> <p>The BWR enrolment model aligns with these forecasts by targeting consistent annual intakes capable of supplying new deckhands and vessel crew to Marine Transportation Services (MTS), the Canadian Coast Guard, and private carriers operating on the Mackenzie River and Great Slave Lake, such as hiring for local research groups for on-water testing operations and tourism operators.</p> <p>The <i>Canadian Coast Guard Arctic Strategy</i> anticipates increases in Arctic vessel operations, emergency response, and community resupply, linked to climate change and fleet renewal. This growing operational footprint underscores the need for a steady annual pipeline of trained northern mariners to support year-round Arctic presence and marine safety initiatives.</p> <p>AMT's <i>Quality Management Systems Manual</i> establishes internal procedures for setting enrolment targets based on instructor availability and facility capacity, ensuring that each cohort size remains proportional to verified job openings and stakeholder input. AMT's enrolment plan is evidence-based, responsive to territorial labour market forecasts, and consistent with marine workforce needs.</p>				
25	<table border="1"> <thead> <tr> <th data-bbox="115 919 841 1010">Describe how the enrolment plan aligns with the identified labour market demand:</th><th data-bbox="841 919 1580 1010">Comment la planification des effectifs répond-elle à la demande du marché du travail?</th></tr> </thead> <tbody> <tr> <td data-bbox="115 1010 841 1854"> <p>The enrolment plan for the Bridge Watch Rating (BWR) program is directly aligned with verified territorial and national labour market demand for certified deck crew and entry-level mariners. According to the <i>Canadian Seafarers Pathway Study</i>, Canada requires more than 8,000 new seafarers over the next five years, with the most acute shortages in deck and engine crew positions.</p> <p>The <i>Pathway Study</i> emphasizes that current training institutions are operating below national capacity, producing less than half of what is required to meet demand. AMT's enrolment model addresses this training gap by delivering accessible, Transport Canada-recognized programming in the Northwest Territories, ensuring that northern residents can participate in and help fill these workforce shortages. The <i>GNWT Jobs in Demand: 20-Year Forecast</i> identifies transportation and marine operations as key sectors for long-term employment growth, driven by regional shipping, resupply, and infrastructure development</p> <p>AMT's planned enrolment, which is designed around manageable cohort sizes that match employer capacity, ensures a steady annual supply of trained mariners to organizations such as Marine Transportation Services (MTS), the Canadian Coast Guard, and private industry operating in the Mackenzie River and Arctic corridor. The <i>Canadian Coast Guard Arctic Strategy</i> reinforces this need by outlining expanded Arctic operations, new vessel deployments, and a goal of maintaining a year-round northern presence, increasing demand for certified crew.</p> </td><td data-bbox="841 1010 1580 1854"></td></tr> </tbody> </table>	Describe how the enrolment plan aligns with the identified labour market demand:	Comment la planification des effectifs répond-elle à la demande du marché du travail?	<p>The enrolment plan for the Bridge Watch Rating (BWR) program is directly aligned with verified territorial and national labour market demand for certified deck crew and entry-level mariners. According to the <i>Canadian Seafarers Pathway Study</i>, Canada requires more than 8,000 new seafarers over the next five years, with the most acute shortages in deck and engine crew positions.</p> <p>The <i>Pathway Study</i> emphasizes that current training institutions are operating below national capacity, producing less than half of what is required to meet demand. AMT's enrolment model addresses this training gap by delivering accessible, Transport Canada-recognized programming in the Northwest Territories, ensuring that northern residents can participate in and help fill these workforce shortages. The <i>GNWT Jobs in Demand: 20-Year Forecast</i> identifies transportation and marine operations as key sectors for long-term employment growth, driven by regional shipping, resupply, and infrastructure development</p> <p>AMT's planned enrolment, which is designed around manageable cohort sizes that match employer capacity, ensures a steady annual supply of trained mariners to organizations such as Marine Transportation Services (MTS), the Canadian Coast Guard, and private industry operating in the Mackenzie River and Arctic corridor. The <i>Canadian Coast Guard Arctic Strategy</i> reinforces this need by outlining expanded Arctic operations, new vessel deployments, and a goal of maintaining a year-round northern presence, increasing demand for certified crew.</p>	
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26	<p>Learner demand for the Bridge Watch Rating (BWR) program is expected to remain strong because of ongoing labour shortages, national policy priorities, and the role of marine transportation in the Northwest Territories. Current BWR applications exceed the program's capacity as-is. The two 2026 BWR cohort intakes of 12 students per class drew more than 120 applicants for both courses without traditional advertising.</p> <p>The <i>Canadian Seafarers Pathway Study</i> identifies a structural and long-term workforce deficit across Canada's marine sector. These shortages are concentrated in deck and engine crew positions, which are the primary occupations for BWR graduates. As Canada's current training capacity meets less than half of industry needs, the demand for accessible, regional marine training will continue for years. The <i>GNWT Jobs in Demand: 20-Year Forecast</i> identifies marine and transportation-related employment as a long-term growth sector, driven by resupply logistics, natural resource projects, and increasingly accessible Arctic waterways.</p> <p>The <i>Canadian Coast Guard Arctic Strategy</i> further reinforces sustained workforce demand through expanded Arctic operations, fleet modernization, and new marine infrastructure. The <i>Arctic and Northern Policy Framework</i> supports long-term training investment, encouraging northern institutions to lead regional workforce development and prepare residents for new opportunities.</p>
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Outcomes / Retombées

	<p>Roughly what percentage of program graduates do you estimate will enter the labour market directly after graduation? Elaborate:</p> <p>D'après vos estimations, quel pourcentage de diplômés entrera sur le marché du travail directement après avoir reçu leur diplôme? Expliquez :</p>
27	<p>About 90–95% of Bridge Watch Rating (BWR) graduates are expected to enter the labour market directly after graduation. This projection aligns with current AMT data, which shows that just under 97% of graduates have secured employment within the first year of completion.</p> <p>Graduates commonly secure employment with Marine Transportation Services (MTS), the Canadian Coast Guard, and private operators such as Horizon Maritime, Groupe Desgagnés, and The CSL Group. Many graduates pursue rotational or seasonal work in northern resupply, Arctic shipping, and vessel maintenance.</p> <p>Given the alignment between program competencies and identified industry demand, it is expected that nine out of 10 graduates will obtain marine employment within months of certification, demonstrating a clear and sustained pathway from training to meaningful northern and national jobs.</p>
28	<p>What career paths and employment opportunities does the proposed program prepare graduates for:</p> <p>Pour quels cheminements de carrière ou quelles perspectives d'emploi le programme proposé prépare-t-il les diplômés?</p> <p>The Bridge Watch Rating (BWR) program prepares graduates for entry-level marine careers in vessel navigation, operations, and safety across Canada's Arctic, inland, and coastal waterways. As defined in <i>Transport Canada TP 10936E Bridge Watch Rating Training Course</i>, graduates acquire the Standards of Training, Certification and Watchkeeping (STCW) A-II/4 competencies, qualifying them to serve as deck crew or navigational watch assistants on commercial vessels.</p> <p>Graduates are immediately employable with a range of northern and national marine employers.</p>

	<p>Primary career paths include:</p> <ul style="list-style-type: none"> • <u>Deckhand or Bridge Watch Rating</u> on tugboats, barges, cargo vessels, and passenger ferries • <u>Crew positions</u> with Marine Transportation Services (MTS) supporting NWT resupply operations • <u>Coast Guard crew roles</u>, including navigation, ice operations, and marine safety support • <u>Employment with private marine carriers</u> such as Horizon Maritime, Groupe Desgagnés, and The CSL Group operating in Arctic, coastal, and cargo operations • <u>Opportunities in environmental response</u> and marine infrastructure support <p>The <i>Canadian Seafarers Pathway Study</i> identifies these occupations among the highest-demand marine positions nationally, noting that deck and operational crew roles account for over half of projected vacancies across Canada. Graduates may also advance through a Watchkeeping Mate program and higher officer-level designations, supporting long-term career growth in the maritime sector and leading to higher income levels, job diversification, and transferability between vessels, carriers, and waterways.</p>				
29	<table border="1"> <tr> <td data-bbox="115 846 841 999"> <p>For the list above, do any employers require successful candidates to have an undergraduate or applied degree, or are there other routes into the occupation/profession? Elaborate:</p> </td><td data-bbox="841 846 1578 999"> <p>Dans la liste ci-dessus, est-ce que les employeurs exigent de leurs candidats d'avoir un diplôme de premier cycle ou un grade d'études appliquées? Existe-t-il d'autres parcours pour accéder à cette profession? Expliquez :</p> </td></tr> <tr> <td data-bbox="115 999 841 2007"> <p>None of the career paths listed for Bridge Watch Rating (BWR) graduates requires an undergraduate or applied degree. All identified employers require candidates to hold Transport Canada certification as the formal entry credential, not a post-secondary degree.</p> <p>As outlined in <i>Transport Canada TP 10936E Bridge Watch Rating Training Course (Edition 2, 2024)</i>, the BWR course, along with the Standards of Training, Certification and Watchkeeping (STCW A-II/4) courses, fulfills the requirements for full Bridge Watch Rating certification issued by Transport Canada. This certification is the mandatory national standard for all entry-level deck crew on Canadian commercial vessels. It forms the first stage of Transport Canada's progressive licensing structure, leading to Able Seafarer Deck, Watchkeeping Mate, and higher officer qualifications.</p> <p>The <i>Canadian Seafarers Pathway Study</i> confirms that career progression in the marine sector is achieved through Transport Canada certification pathways and sea-time accumulation, rather than academic degrees. Similarly, the <i>GNWT Jobs in Demand 20-Year Forecast</i> identifies marine and transportation occupations as skills-based and certification-driven, aligning with federal regulatory standards.</p> <p>The <i>Canadian Coast Guard Arctic Strategy</i> emphasizes building an inclusive, northern workforce by removing educational barriers and expanding access to accredited marine training, reaffirming that certification, not academic credentials, governs entry and advancement in these occupations. Graduates of AMT's BWR program enter the labour market as qualified, Transport Canada-certified mariners. Their future career advancement depends on continued professional certification and accumulated sea experience.</p> </td><td data-bbox="841 999 1578 2007"></td></tr> </table>	<p>For the list above, do any employers require successful candidates to have an undergraduate or applied degree, or are there other routes into the occupation/profession? Elaborate:</p>	<p>Dans la liste ci-dessus, est-ce que les employeurs exigent de leurs candidats d'avoir un diplôme de premier cycle ou un grade d'études appliquées? Existe-t-il d'autres parcours pour accéder à cette profession? Expliquez :</p>	<p>None of the career paths listed for Bridge Watch Rating (BWR) graduates requires an undergraduate or applied degree. All identified employers require candidates to hold Transport Canada certification as the formal entry credential, not a post-secondary degree.</p> <p>As outlined in <i>Transport Canada TP 10936E Bridge Watch Rating Training Course (Edition 2, 2024)</i>, the BWR course, along with the Standards of Training, Certification and Watchkeeping (STCW A-II/4) courses, fulfills the requirements for full Bridge Watch Rating certification issued by Transport Canada. This certification is the mandatory national standard for all entry-level deck crew on Canadian commercial vessels. It forms the first stage of Transport Canada's progressive licensing structure, leading to Able Seafarer Deck, Watchkeeping Mate, and higher officer qualifications.</p> <p>The <i>Canadian Seafarers Pathway Study</i> confirms that career progression in the marine sector is achieved through Transport Canada certification pathways and sea-time accumulation, rather than academic degrees. Similarly, the <i>GNWT Jobs in Demand 20-Year Forecast</i> identifies marine and transportation occupations as skills-based and certification-driven, aligning with federal regulatory standards.</p> <p>The <i>Canadian Coast Guard Arctic Strategy</i> emphasizes building an inclusive, northern workforce by removing educational barriers and expanding access to accredited marine training, reaffirming that certification, not academic credentials, governs entry and advancement in these occupations. Graduates of AMT's BWR program enter the labour market as qualified, Transport Canada-certified mariners. Their future career advancement depends on continued professional certification and accumulated sea experience.</p>	
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	<p>In cases of regulated professions, how was the regulatory body consulted and what feedback did it provide in terms of labour market factors?</p>	<p>S'il s'agit d'une profession réglementée, avez-vous consulté son organisme de réglementation? Si oui, comment avez-vous procédé et quels commentaires avez-vous recueillis sur les facteurs liés au marché du travail?</p>
30	<p>The Bridge Watch Rating (BWR) program leads to a regulated maritime certification governed by Transport Canada – Marine Safety and Security (TC-MSS) under the Canada Shipping Act. As the federal regulatory body, Transport Canada establishes and enforces all marine training, certification, and competency standards.</p> <p>AMT engaged directly with Transport Canada throughout the program development and authorization process. Under the requirements of <i>Transport Canada TP 10936E Bridge Watch Rating Training Course</i>, AMT BWR curriculum, instructional materials, and Quality Management System are regularly reviewed.</p> <p>To ensure compliance with the Standards of Training, Certification and Watchkeeping (STCW A-II/4), AMT partners with external institutions, primarily Georgian College's Centre for Marine Training, to offer the STCW Basic Safety and STCW PSC courses at the Hay River facility. AMT coordinates with internal staff, Georgian College, and Town of Hay River Directors to provide the facilities and equipment needed to deliver this program.</p> <p>Transport Canada provided formal feedback confirming that AMT's program delivery, assessment, and record-keeping met the regulatory standards for certification and alignment with national labour market needs. The regulator emphasized the importance of increasing northern and Indigenous participation in the marine workforce to address persistent crew shortages across the Canadian fleet.</p>	
	<p>Describe anticipated benefits from implementation of the proposed program to the well-being of communities in the NWT that have not yet been described in this application:</p>	<p>Quels sont les avantages anticipés de la mise en œuvre du programme proposé pour le bien-être des collectivités aux TNO (qui n'ont pas encore été mentionnés dans cette demande)? Expliquez :</p>
31	<p>The BWR program directly supports community economic resilience by creating employment opportunities linked to the North's marine infrastructure. The <i>GNWT Jobs in Demand: 20-Year Forecast</i> identifies the transportation and marine sectors as long-term growth areas vital to community connectivity, food security, and supply chain reliability. By training residents, the program reduces dependence on southern labour and keeps wages, skills, and expertise within northern communities.</p> <p>The program advances youth retention and educational access. Many smaller and remote communities lack local post-secondary options. AMT's northern delivery model creates accessible pathways for Indigenous and northern learners to obtain nationally recognized credentials without leaving the territory. This contributes to higher rates of educational participation, personal well-being, and family stability.</p> <p>The program strengthens community safety and emergency response capacity. Training provides practical competencies in navigation, seamanship, and marine emergency procedures, which enhance regional readiness for search and rescue, spill response, and disaster mitigation. The program supports regional self-determination and northern sovereignty. By building a qualified local workforce to operate and manage vessels critical to resupply, commerce, and emergency operations,</p>	

	the BWR program reinforces Canada’s ability to maintain a strong Arctic presence, as envisioned in the <i>Canadian Coast Guard Arctic Strategy</i> .	
	The BWR program fosters long-term social and cultural well-being by supporting Indigenous peoples’ participation in maritime industries that have historically been underrepresented in northern regions. Both the <i>Arctic and Northern Policy Framework</i> and the <i>Canadian Coast Guard Arctic Strategy</i> emphasize the importance of building northern led training capacity and ensuring equitable participation in Arctic marine operations.	
Institutional Impact / Incidence du programme sur l’établissement		
	Describe how the proposed program builds on institutional strengths and capacity:	Comment le programme proposé peut-il développer et renforcer les capacités de l’établissement? Expliquez :
32	Transport Canada has formally recognized AMT as a Marine Training Institution authorized to deliver the <i>Bridge Watch Rating Training Course (TP 10936E, Edition 2, 2024)</i> , ensuring full compliance with the Standards of Training, Certification and Watchkeeping (STCW A-II/4) competencies. This authorization demonstrates the institution’s proven ability to meet federal standards. AMT’s Quality Management System (QMS) establishes procedures for training, instructor approval, student evaluation, document control, and continuous improvement. This system ensures consistency, accountability, and compliance with Transport Canada audit requirements. The program also leverages AMT’s existing infrastructure and partnerships in Hay River, a strategic marine hub for the Northwest Territories. This location provides access to the Marine Transportation Services (MTS) fleet, local port facilities, and the territorial transportation network, enhancing both instructional realism and employment connectivity.	
	Explain how the proposed program fits with existing programs at the institution:	Comment le programme proposé cadre-t-il avec les autres programmes de l’établissement? Expliquez :
33	<p>The Bridge Watch Rating (BWR) program builds on AMT’s existing Transport Canada–approved courses (Small Vessel Operator Proficiency (SVOP) and Small Domestic Vessel Basic Safety (SDV-BS)) by extending learners’ progression from basic vessel operation and safety to full Transport Canada certification for employment.</p> <p>Together, these courses and programs create a structured, complementary training pathway that lets northern students progress from short-course marine safety and operator qualifications to a recognized national certificate that qualifies them for marine employment. The SVOP and SDV-BS courses introduce foundational competencies in navigation, safety, and vessel handling.</p> <p>The BWR program strengthens AMT’s role as a comprehensive northern marine training institution by providing a complete pathway from small-vessel operation to nationally recognized professional certification, meeting both community learning needs and territorial labour market demand.</p>	
	Describe how the proposed program aligns with the institution’s mandate (mission/vision) and strategic plan:	Comment le programme proposé s’aligne-t-il avec le mandat et plan stratégique de l’établissement (sa mission et sa vision)? Expliquez :

34	<p>The Bridge Watch Rating (BWR) program directly supports AMT's mission to deliver high-quality, accessible marine training in the North that strengthens local capacity, enhances marine safety, and creates employment pathways for northern and Indigenous residents.</p> <p>AMT's <i>Quality Management Systems Manual</i> outlines its institutional commitment to Transport Canada—approved programming, continuous improvement, and regulatory compliance. The proposed BWR program builds on these strengths by introducing the first full-length, independent Transport Canada—recognized training pathway in the Northwest Territories.</p> <p>The program aligns with the organization's long-term strategic goals of increasing accessibility to marine education for northern learners, reducing reliance on southern training institutions and employers, and building territorial and national workforce capacity in marine operations.</p>				
35	<table border="1"> <tr> <td data-bbox="115 625 841 720"> <p>Comment on the facilities and equipment available at the institution to support the proposed program:</p> </td><td data-bbox="841 625 1576 720"> <p>Les installations et l'équipement en place permettent-ils d'accueillir le programme proposé? Commentez :</p> </td></tr> <tr> <td colspan="2" data-bbox="115 720 841 1440"> <p>AMT maintains classrooms, bridge simulation laboratories, seamanship training areas, communications and radar systems, student record systems and safety equipment needed for the 300-hour BWR component. These resources operate under AMT's Transport Canada-approved Quality Management System and support regulated instruction, assessment, document control and continuous improvement.</p> <p>The 99-hour STCW MED component is supported through a distributed facility model. The Town of Hay River Recreation Centre pool provides a controlled environment for personal survival, water-entry, lifecraft and group-survival exercises as required for practical training. The Hay River Fire Training Facility provides a specialized environment for practical fire prevention and firefighting exercises, protective equipment and breathing-apparatus training. Survival craft and rescue boat training uses equipment and the approved simulation arrangements required by TP 4957.</p> <p>This combination of institutional and partner facilities allows the program to meet federally Regulated requirements while retaining training activity and student supports in Hay River. AMT's proximity to the Marine Transportation Services port and fleet also supports vessel familiarization, employer engagement and cadetship coordination.</p> </td></tr> </table>	<p>Comment on the facilities and equipment available at the institution to support the proposed program:</p>	<p>Les installations et l'équipement en place permettent-ils d'accueillir le programme proposé? Commentez :</p>	<p>AMT maintains classrooms, bridge simulation laboratories, seamanship training areas, communications and radar systems, student record systems and safety equipment needed for the 300-hour BWR component. These resources operate under AMT's Transport Canada-approved Quality Management System and support regulated instruction, assessment, document control and continuous improvement.</p> <p>The 99-hour STCW MED component is supported through a distributed facility model. The Town of Hay River Recreation Centre pool provides a controlled environment for personal survival, water-entry, lifecraft and group-survival exercises as required for practical training. The Hay River Fire Training Facility provides a specialized environment for practical fire prevention and firefighting exercises, protective equipment and breathing-apparatus training. Survival craft and rescue boat training uses equipment and the approved simulation arrangements required by TP 4957.</p> <p>This combination of institutional and partner facilities allows the program to meet federally Regulated requirements while retaining training activity and student supports in Hay River. AMT's proximity to the Marine Transportation Services port and fleet also supports vessel familiarization, employer engagement and cadetship coordination.</p>	
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AMT facility in Hay River.

System Impact / Incidence sur le système

	Does the proposed program duplicate and/or affect existing programming in the NWT post-secondary education system? If yes, explain:	Le programme proposé dédouble-t-il un programme qui existe déjà dans le système d'éducation postsecondaire des TNO ou a-t-il une incidence sur celui-ci? Si oui, veuillez préciser :
37	<p>The Bridge Watch Rating (BWR) program does not duplicate any existing programming within the Northwest Territories post-secondary education system. At present, no other institution in the NWT offers Transport Canada–approved certification leading to Bridge Watch Rating (STCW A-II/4) qualifications. The proposed program fills a significant gap in northern training by providing the first full Transport Canada–recognized pathway for entry-level marine certification within the territory.</p> <p>Delivering this program locally under AMT does not overlap with existing territorial programming. Instead, it complements it by expanding educational options and supporting GNWT workforce development priorities identified in the <i>Jobs in Demand 20-Year Forecast</i>.</p>	
	If the proposed program creates a program duplication, explain why such duplication is appropriate and beneficial to the NWT:	Si le programme proposé provoque un dédoublement de programme, expliquez pourquoi ce dédoublement est approprié et avantageux pour les Ténos :
38		

Other / Autre

	Are there other considerations that the Department of ECE should take into account when reviewing this proposal?	Le ministère de l'Éducation, de la Culture et de la Formation devrait-il tenir compte d'autres considérations en examinant la présente demande?
39	<p>The Bridge Watch Rating (BWR) program represents a critical expansion of post-secondary training capacity in the Northwest Territories, supporting both territorial self-sufficiency and national marine workforce priorities.</p> <p>Canada faces a severe and persistent shortage of certified seafarers, which could directly impact northern marine operations, including essential resupply, emergency response, and Arctic shipping.</p> <p>The BWR program also supports the territorial objectives outlined in the <i>GNWT Jobs in Demand: 20-Year Forecast</i> by addressing a documented labour gap in the transportation and heavy industry sectors. Delivering this program locally ensures that training and economic benefits remain within the NWT, rather than being exported to southern institutions.</p> <p>From a policy perspective, the initiative advances the principles of the <i>Arctic and Northern Policy Framework</i> and the <i>Canadian Coast Guard Arctic Strategy</i>, both of which call for northern-led, community-based training that enhances workforce diversity and Arctic sovereignty. AMT is the only Transport Canada–recognized marine training institution in the Northwest Territories, operating under a verified <i>Quality Management System</i> that meets national standards for course delivery, instructor qualifications, and assessment procedures.</p> <p>Finally, beyond workforce outcomes, the program contributes to broader community and social goals: improving access to post-secondary education for northern and Indigenous learners, supporting youth</p>	

retention, and fostering economic growth through local employment.

Financial / Finances

- Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.
- If program implementation will take place over more than one year, provide estimates for each year until full implementation.

- Dans le tableau ci-dessous, veuillez calculer les dépenses annuelles et ponctuelles ainsi que les revenus annuels du programme.
- Si la mise en œuvre du programme se déroule sur plus d'un an, fournissez une estimation pour chaque année jusqu'à la mise en œuvre complète.

40

Revenue Revenus	Yr. 1 1 ^{re} année	Yr. 2 2 ^e année	Yr. 3 3 ^e année	Yr. 4 4 ^e année	Annual Ongoing Annuelle
Domestic Tuition/Fees Droits de scolarité pour les Canadiens					
International Tuition/Fees Droits de scolarité pour les étrangers					
External Funding Financement externe					
Internal Reallocation Réaffectation interne					
By-product Sales/Services Vente de produits ou de services dérivés					
Other Sources Autres sources de renseignements					
Total Revenue Total des revenus					

Notes:

-
-

41

Operational Costs Coûts de fonctionnement :	Yr. 1 1 ^{re} année	Yr. 2 2 ^e année	Yr. 3 3 ^e année	Yr. 4 4 ^e année	Annual Ongoing Annuelle
Faculty Salaries/Benefits Salaire et avantages sociaux des membres du corps professoral					
Administrative Salaries/Benefits Salaire et avantages sociaux du personnel administratif					
Service Teaching Costs Coûts pour les services d'enseignement					
Materials Matériel					
Contracted Services Services contractuels					
Other Direct Costs Autres coûts directs					
Indirect Costs Coûts indirects					

	Total Operational Costs Total des coûts de fonctionnement					
	Notes:					

	One-Time Expenditures Dépenses ponctuelles	Amount Montant	Rev. Source Source de revenus	Details Détails
42	Equipment and IT Équipement et TI			
	Curriculum Development Élaboration de programmes d'études			
	Marketing and Promotion Marketing et promotion			
	Recruitment and Retention Recrutement et rétention			
	Library Bibliothèque			
	Other Autre			
43	If revenue projects include internal reallocations, comment on institutional impacts for other programs/operations:		Pour générer des revenus, effectuez-vous des réaffectations internes? Si oui, veuillez commenter l'incidence de ces réaffectations sur les autres programmes et activités de l'établissement :	
	<div></div> <p>Any internal reallocations are minimal and strategic, focused on aligning administrative support, facility scheduling, and instructional resources to accommodate expanded programming. These adjustments fit within AMT's existing operational framework and do not negatively affect other short courses or training programs, such as SVOP or SDV-BS, which continue to operate independently on separate schedules.</p> <p>Because the BWR program uses dedicated classrooms, simulators, and scheduled blocks, it is structured and planned. This ensures that internal reallocations, such as facility usage, are fully integrated into existing operations without disrupting other training or administrative functions.</p>			
	Provide staffing plan information to support faculty salaries/ benefits projections:		Fournissez des renseignements sur le plan de dotation qui permettra de payer les salaires et les avantages sociaux prévus des membres du corps professoral :	

Transport Canada-approved contract instructors are the foundation of the 300-hour BWR instructional component. Instructors are scheduled in two-, four- or six-week segments to align qualifications with specific curriculum areas and maintain continuity across each cohort.

The three-week STCW MED component requires instructors to be approved or accredited for each course taught. This follows the Transport Canada process, where institutions offer all instructors for these courses, and the department approves them. STCW Basic Safety and PSC are delivered and assessed by appropriately qualified instructors operating under the recognized provider's approved course syllabus and quality management system. Practical activities use additional qualified support personnel, where required, for pool, live-fire, survival craft, and rescue boat safety.

An experienced emergency professional delivers Marine Basic First Aid (MBFA) and is certified by an approved agency, such as St John Ambulance or the Red Cross. Transport Canada requires all attendees, regardless of the service provider, to have the necessary paperwork and identification. Transport Canada certifies each training provider, and the instructor issues certificates to the service provider (SJA or RC), which then provides them to the participant.

The radio course includes the Radio Operator Certificate Marine Commercial (ROC-MC), which is delivered through the accreditation and approval process of Innovation, Science and Economic Development Canada. Because ISED is a separate department from Transport Canada, the institutional and instructor approval process is independent. The ROC-M and ROC-MC courses are inspected, approved, and regulated separately, but follow the QMS of AMT unless otherwise stated.

At full implementation, staffing projections support four BWR program cohorts annually. Instructor contracts, travel, per diems and specialized MED delivery are included within faculty and contracted-service projections. AMT's administrative staff coordinates schedules, student prerequisites, medical and identity documentation, attendance, assessment records, certificates, travel and facility bookings.

In cases where service teaching costs are projected, indicate the number of courses being purchased:

Si vous envisagez des coûts pour des services d'enseignement, indiquez le nombre de cours que vous envisagez d'acheter :

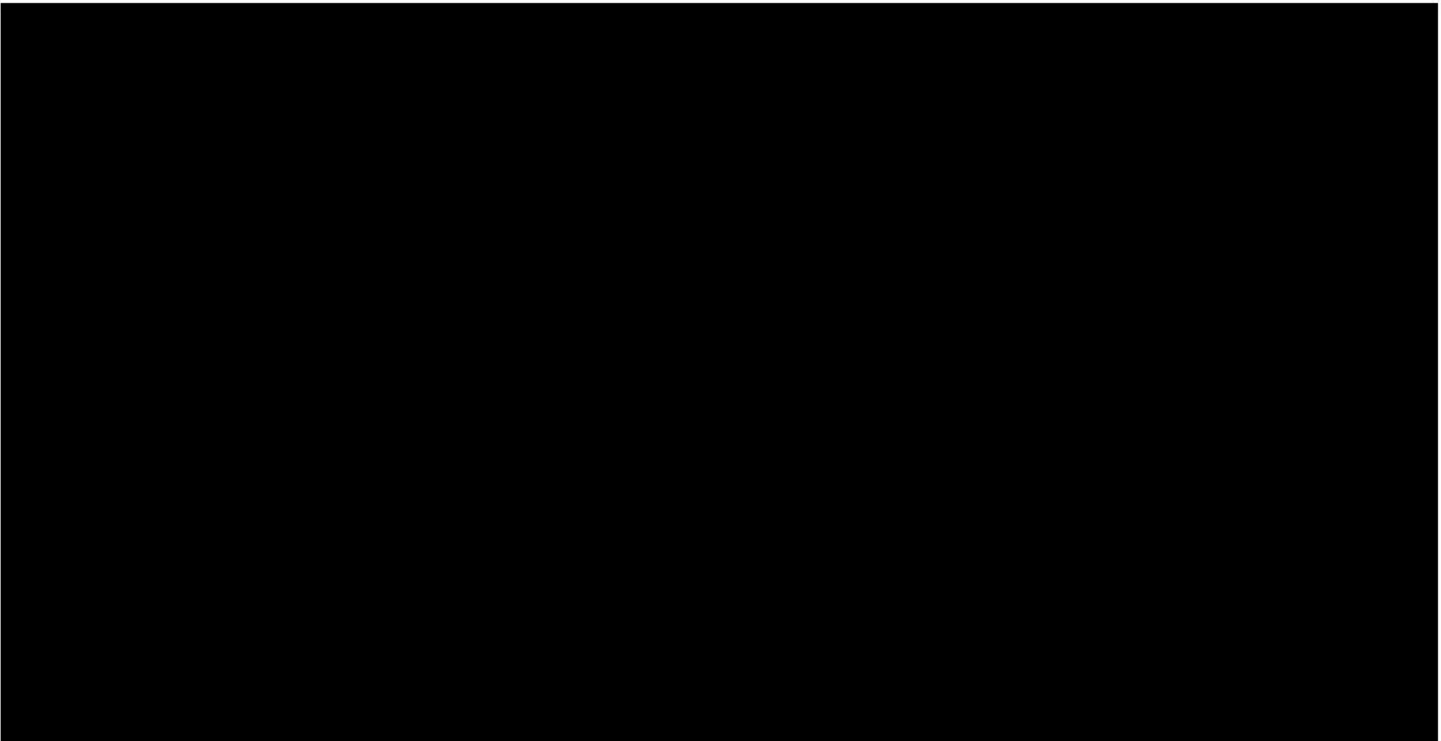
The 300-hour BWR course and its instructional component are delivered by AMT through directly contracted Transport Canada-approved instructors.

The STCW MED component requires three specialized courses per cohort, delivered through recognized or approved providers: Marine Basic First Aid (MBFA), STCW Basic Safety (STCW Basic Safety), and STCW Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats (STCW PSC).

Related costs are recorded under contracted services and include approved instruction, assessment and training-certificate administration, together with the necessary practical facility arrangements. AMT delivers the BWR course curriculum and ROC-MC directly, and contracts instructors based on the course schedule and delivery location.

MBFA, STCW Basic Safety, and STCW PSC are delivered through service contracts with external partners that can provide these courses. AMT contracts the Marine Basic First Aid (MBFA) course with St. John Ambulance or the Red Cross, and the STCW courses with Georgian College. Each instructor has an individual agreement with each institution, and AMT contracts these courses on an as-needed basis.

	Identify what types of material costs and contracted services are et de services contractuels vous projected: Indiquez quels types de matériel envisagez d'acheter et indiquez leur coût :
46	<p>Material costs: BWR classroom and chartwork supplies; simulator operation and maintenance; student manuals and Transport Canada reference materials; Marine Basic First Aid consumables and training aids; personal protective equipment; immersion suits and lifejackets; firefighting protective equipment and breathing apparatus; and the equipment and consumables required for pool, survival craft, rescue boat and live-fire exercises.</p> <p>Contracted services: Transport Canada-approved BWR instructors; recognized-provider delivery and assessment of Marine Basic First Aid, STCW Basic Safety and PSC; training-certificate administration; facility access and support at the Town of Hay River Recreation Centre and Hay River's Fire Training Facility; and specialized equipment, safety and technical support required for practical exercises.</p> <p>These costs are primarily supported by Oceans Protection Plan funding and are planned per cohort, so the full 399-hour BWR program can be delivered without reducing regulated course hours or practical assessment requirements.</p>
47	Provide details of direct costs included: Fournissez des détails sur les coûts directs : <p>Core direct costs are supported through Oceans Protection Plan funding and include:</p> <ul style="list-style-type: none"> • Instructional delivery: Compensation, travel and per diems for Transport Canada-approved BWR instructors and the recognized or approved providers responsible for the two STCW MED courses and the MBFA course. • Administration: Student recruitment, admissions, prerequisite verification, scheduling, attendance and assessment records, certificate administration, travel coordination and graduate follow-up. • Facilities and equipment: Classroom and simulator operations for the 300-hour BWR course component, plus pool, live-fire, survival craft, and rescue boat facilities, equipment, inspections, and technical support for the 99-hour STCW MED component. • Training materials: Charts, manuals, textbooks, first-aid consumables, PPE, marine survival equipment and firefighting supplies. • Student supports: Travel, accommodation, training and food allowances, required medical documentation and safety gear where eligible under the contribution agreement. <p>The per-cohort budget therefore captures the entire 12-week, 399-hour program.</p>
48	Explain how indirect costs are calculated: Expliquez comment vous avez calculé les coûts indirects : <div></div>

	are calculated conservatively to reflect actual institutional support rather than cost recovery.	
49	What is the risk mitigation plan should full revenue(s) not be achieved or costs exceed amounts budgeted:	Si vous ne générez pas la totalité des recettes ou si les coûts dépassent le montant prévu au budget, avez-vous un plan d'atténuation des risques? Si oui, expliquez :
		
50	Provide a comparison of the institution's tuition rates (both domestic and international) with that of similar programs in two other provinces:	Fournissez une comparaison des droits de scolarité de l'établissement (pour les étudiants canadiens et internationaux) avec ceux d'un programme semblable dans deux autres provinces :
	<p>1. British Columbia – British Columbia Institute of Technology (BCIT)</p> <ul style="list-style-type: none">• Domestic tuition: CAD \$6,792• International students: Not eligible. <p>2. Nova Scotia – Nova Scotia Community College (NSCC)</p> <ul style="list-style-type: none">• Domestic tuition: CAD \$11,000 for 2025-26.• International tuition: CAD \$12,860. <p>3. AMT (tuition proposed for future cohorts, not applicable for 2026-27 academic year)</p> <ul style="list-style-type: none">• Proposed tuition rate: CAD \$6,995 (including housing) for domestic students.• International student tuition: Not developed for international students at this time. <p>Summary and alignment:</p> <ul style="list-style-type: none">•  NSCC's \$11,000	

domestic tuition and slightly above BCIT's \$6,792. However, BCIT does not include STCW MEDs in its BWR curriculum, whereas NSCC advertises its offering of cadetships as part of its programming through agreements with regional carriers.

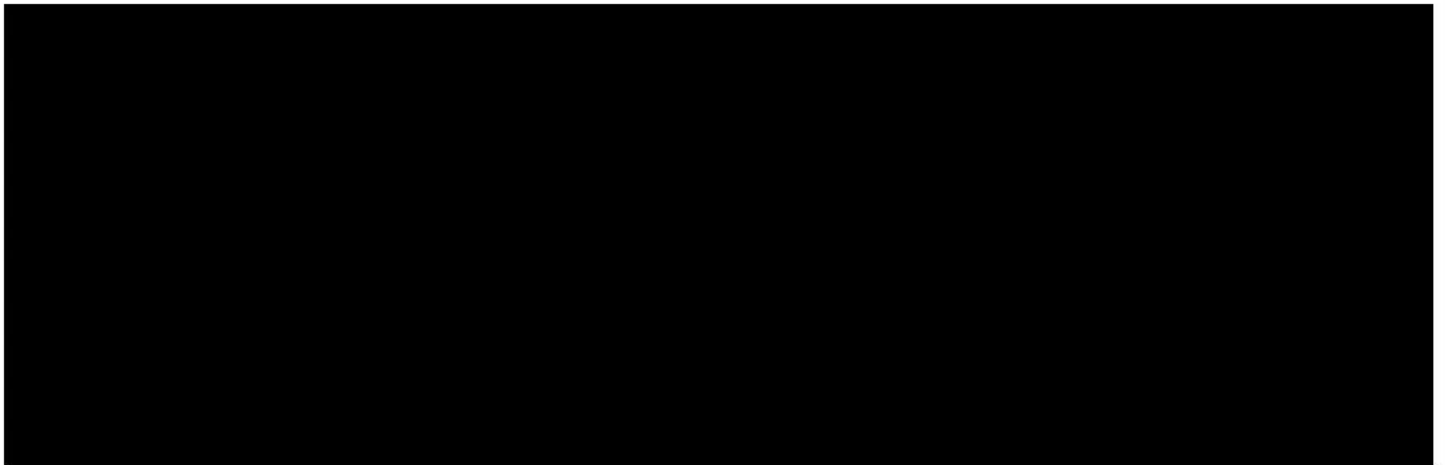
- Both BCIT and NSCC receive Oceans Protection Plan (OPP) funding, and Indigenous students receive a \$10,000 subsidy when they enroll.



List additional projected financial costs for students
(texts, books etc.):

Indiquez les coûts supplémentaires prévus pour les étudiants
(documents, livres, etc.) :

51



Applicant Name:

Nom du demandeur :

X

Signature of Applicant / Signature du demandeur

(yyyy/mm/dd) / (aaaa-mm-jj)

APPENDIX A

THREE-WEEK MARINE EMERGENCY DUTIES PROGRAM OUTLINE

Program duration: 99 scheduled instructional hours over approximately three consecutive weeks

Program sequence: Marine Basic First Aid and CPR; STCW Basic Safety; Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats

Regulatory basis: Transport Canada TP 13008, TP 4957 and applicable STCW Code competency tables

Relationship to BWR: Completes the mandatory emergency-duty and first-aid training associated with the 300-hour BWR instructional component

1. Program purpose and regulatory alignment

The MED component equips entry-level seafarers to respond safely to shipboard accidents, illness, fire, abandonment and survival craft emergencies. It combines the elementary first-aid competency referenced by STCW Code Table A-VI/1-3 with the basic safety competencies in Tables A-VI/1-1, A-VI/1-2 and A-VI/1-4 and the survival craft and rescue boat competencies in Table A-VI/2-1.

The 99-hour Georgian College schedule exceeds Transport Canada's combined minimum of 92.5 hours. The additional 6.5 hours remain part of the recognized provider's approved delivery schedule and are not reassigned to individual TP subject areas in this application without a provider-issued timetable.

Course component	Scheduled hours	TC minimum	Standard
Marine Basic First Aid and CPR	16.0	16.0	TP 13008, Ch. 3
STCW Basic Safety	50.5	46.0	TP 4957, Ch. 10
Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats	32.5	30.5	TP 4957, Ch. 12
Total	99.0	92.5	TP 13008 and TP 4957

2. Marine Basic First Aid and CPR

Duration: 16 hours, including one hour of assessment

Standard: Transport Canada TP 13008, Chapter 3

Class size: Maximum 18 trainees under one accredited instructor

TP 13008 subject	Hours
General principles	1.0
Body structure and functions	2.0
Positioning of a casualty	1.5
The unconscious casualty	1.0
Resuscitation	2.0
Bleeding	1.5
Management of shock	1.0
Burns, scalds and electrical accidents	1.0
Rescue and transport of a casualty	1.5
Other topics	2.5
Assessment	1.0
Total	16.0

Course content

- Emergency scene management, personal safety, casualty assessment, raising the alarm and follow-up care.
- Relevant body structure and functions; positioning and care of conscious and unconscious casualties.
- Airway and breathing emergencies, choking, resuscitation, CPR and AED use.
- Control of internal and external bleeding; dressings, bandages and slings; recognition and management of shock.
- Initial care for burns, scalds, electrical injury and chemical exposure.
- Safe rescue, movement and transport of casualties within confined shipboard spaces and across varying heights.
- Marine-specific environmental considerations, monitoring and effective medical handover.

Learning outcomes

- Assess the needs of a casualty while minimizing risks to the responder, casualty and others.
- Establish priorities, raise the alarm and provide immediate first aid appropriate to the casualty's condition.
- Recognize unconsciousness and airway, breathing and circulation emergencies and perform resuscitation.
- Control bleeding, manage shock and provide initial care for burns and other common shipboard injuries.
- Position, rescue, move and monitor casualties safely and provide an effective medical handover.

Assessment

Competence is assessed through evidence obtained from lectures, demonstrations, practical instruction, skills performance and knowledge testing. Students must demonstrate all required skills and meet the approved first-aid provider's attendance and certification requirements.

3. STCW Basic Safety

Scheduled duration: 50.5 hours

Transport Canada minimum: 46 hours

Standard: TP 4957, Chapter 10; STCW Regulation VI/1 and Tables A-VI/1-1, A-VI/1-2 and A-VI/1-4

Part	Lecture	Practical	TC minimum
Personal Survival Techniques	7.25	7.75	15.0
Fire Prevention and Firefighting	10.75	12.25	23.0
Personal Safety and Social Responsibilities when combined	Role-play/tabletop and classroom activities	Included where applicable	8.0
Transport Canada minimum			46.0
Georgian scheduled course			50.5

Part 1 - Personal Survival Techniques

- Shipboard hazards and emergencies; crew preparedness, drills, alarms, emergency signals, muster lists, safety plans and assigned duties.
- Actions on discovering an emergency, reporting to an emergency or survival craft station, and abandoning ship.
- Lifejackets, immersion suits, anti-exposure suits, thermal protective aids, lifebuoys and line-throwing appliances.
- Safe water entry; keeping afloat; HELP, huddle and group-survival techniques; boarding and righting a liferaft.
- Lifeboats, liferafts, evacuation systems, survival craft equipment and actions after abandonment.
- Survival factors, emergency communications and signalling, including EPIRBs, SARTs, portable VHF radios and pyrotechnics.
- Boat and helicopter rescue and the inspection and maintenance of emergency equipment.

Outcome: Students can respond to emergency alarms, carry out muster duties, use personal life-saving appliances, survive in the water, board and assist others into survival craft, use emergency equipment, and take actions that improve the likelihood of detection and rescue.

Part 2 - Fire Prevention and Firefighting

- Combustion, ignition, fire development, fire classifications and the spread of fire and smoke aboard vessels.
- Fire hazards in engine rooms, galleys, accommodation and cargo spaces and the practices used to prevent them.
- Fire detection, alarm systems, fire patrols, fire-control plans, muster duties and shipboard firefighting organization.
- Selection and use of extinguishing agents, portable extinguishers, hoses, nozzles, fire blankets and fixed firefighting installations.
- Firefighter protective clothing, self-contained breathing apparatus, entry and movement in smoke-filled spaces, communication, search and casualty recovery.
- Containment, boundary cooling, practical firefighting scenarios, inspection and maintenance of firefighting equipment.

Outcome: Students can minimize fire risk, raise the alarm, follow the vessel's firefighting organization, select and operate appropriate equipment, wear protective and breathing apparatus, and work safely as a member of a firefighting team during assessed practical exercises.

Part 3 - Personal Safety and Social Responsibilities

- Ship familiarization, personal protective equipment and safe work practices for cargo operations, mooring, enclosed spaces, hot work, working aloft and engine-room activities.
- Emergency procedures, individual responsibilities, marine pollution prevention and actions on discovering pollution.
- Effective communication, teamwork, interpersonal relationships, conflict resolution and the consequences of poor communication.
- Crew rights and obligations, employment conditions, health and hygiene, impairment awareness, fatigue, rest and fitness for duty.

Outcome: Students can recognize shipboard hazards, follow safe work and pollution-prevention procedures, communicate and work effectively within a vessel's crew, and identify factors that affect personal fitness, fatigue and safe performance.

STCW Basic Safety assessment and attendance

- Written evaluations covering the knowledge and competency of the applicable course parts, with a minimum passing mark of 70%.
- Successful completion of all mandatory practical and skill-based assessments.

- At least 90% attendance at lectures; this does not permit a reduction in approved course hours.
- 100% attendance at all skill demonstrations.

4. Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats

Scheduled duration: 32.5 hours

Transport Canada minimum: 30.5 hours

Standard: TP 4957, Chapter 12; STCW Code Table A-VI/2-1

TP delivery allocation: 13.5 hours lecture and 17 hours practical, with approved simulation alternatives for designated activities

Course content

- Emergency signals, muster lists, crew readiness, drills, survival craft station duties and abandon-ship procedures.
- Types, construction, markings, equipment and carrying capacities of survival craft and rescue boats.
- Davits, winches, falls, release-and-retrieval systems and pre-launch safety checks.
- Preparing, launching, clearing, handling, recovering and securing lifeboats and rescue boats, including adverse weather and ice considerations.
- Lifeboat engines and accessories, water-spray and air-support systems, davit-launched liferafts and practical drill scenarios.
- Recovery of persons from the water, marshalling liferafts, rough-weather handling, painters, sea anchors and beaching survival craft.
- Survivor management, food and water, hypothermia prevention, care of injured persons, first aid and resuscitation.
- Emergency radios, EPIRBs, SARTs, pyrotechnic distress signals, detectability, helicopter rescue and search-and-rescue organization.

Learning outcomes

- Take charge of a survival craft or rescue boat during and after launching.
- Prepare personnel and equipment and operate launching, release and recovery arrangements safely.
- Launch, clear, handle, recover and secure survival craft and operate a survival craft engine and accessories.
- Use rescue boats to recover persons from the water and marshal survival craft.
- Manage survivors, equipment, food and water and protect survivors from exposure.
- Use emergency communications and distress-signalling equipment and coordinate actions to facilitate detection and rescue.

- Act as a lead team member in required lifeboat or liferaft and rescue boat drills.

Prerequisites

- Minimum age of 16.
- Valid STCW Basic Safety training certificate or an accepted equivalent before PSC.
- Valid marine medical certificate or other medical-fitness documentation accepted by the recognized provider.
- Fatigue Management at Sea certificate, as required by current Transport Canada policy and the provider's course registration requirements.
- Government-issued identification and compliance with fit-testing and clean-shaven requirements for respiratory protection.
- Physical ability to participate safely in water, live-fire, survival craft and rescue boat exercises.

Assessment and attendance

- A 25-question multiple-choice evaluation with a minimum passing mark of 70%.
- Successful completion of all mandatory practical assessments and individual skill demonstrations.
- Each student acts as a lead team member during at least one drill involving lifeboats or liferafts and one drill involving a rescue boat.
- At least 90% attendance at lectures and 100% attendance at mandatory skill demonstrations.

5. Delivery, quality assurance and credentials

The MED component is delivered through the recognized provider's approved syllabus and quality management system. Theory may be delivered through approved classroom or online methods. Qualified instructors complete demonstrations, pool exercises, live-fire training, survival craft activities, and all mandatory skill assessments under direct supervision, using the approved equipment and safety controls required for the course.

Successful students receive separate training certificates in Marine Basic First Aid, STCW Basic Safety, and Proficiency in Survival Craft and Rescue Boats Other Than Fast Rescue Boats. Course completion provides the applicable training evidence; issuance of a separate Transport Canada certificate or endorsement remains subject to the Marine Personnel Regulations, including any applicable sea-service requirements.

6. Supporting standards and provider evidence

- Transport Canada. TP 10936E - Bridge Watch Rating Training Course, Edition 2 (2024).
- Transport Canada. TP 4957E - Marine Emergency Duties Training Courses, Chapters 10 and 12.
- Transport Canada. TP 13008 - Training Standards for Marine First Aid and Marine Medical Care, Chapter 3.
- Marine Personnel Regulations, SOR/2007-115, as amended.
- Georgian College, Centre for Marine Training and Research. Published marine training course listings for MARI 0121, MARI 0249 and MARI 0250.
- AMT Quality Management System and the applicable recognized-provider quality management and course-approval records.