

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	LGT5072
Subject Title	Liner Shipping Management
Credit Value	3
Level	5
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	<p>This subject is designed to help students gain knowledge of logistics and strategic managements in liner shipping companies, and establish full understanding of current developments in liner shipping sector.</p> <p>This subject contributes to the following Intended Learning Outcomes for the MSc programme(s):</p> <p>MSc in International Shipping and Transport Logistics (Full time Stream)</p> <p>#1: Demonstrate how major maritime organizations function</p>
Subject Learning Outcomes	<p>The aim of this subject is to meet the demand in the shipping and logistics industry for professional managers. On successfully completing this subject, students will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate relevant professional knowledge and understanding of liner shipping business, b. Analyze and integrate the inter-relationships among the various components of subject matters in liner shipping for effective problem solving. <p>Students are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to the management of liner shipping.</p>
Subject Synopsis/ Indicative Syllabus	<p>Supply and demand of container trade. Structure of liner companies and market behaviour. The strategies of liner companies and competition issues in liner shipping. Technical and operations management in liner shipping. Ship type and market role. Optimal ship size and shipping costs. Port costs and charges. The development of fleet of container ship. Economies of scale in ship capacity. The logistics of container transport networks. The formation of shipping pools, consortium and alliances. Routes selection criteria and new trade routes. Demise in Liner conference system, UN Liner code, CSI, ISPS code and related government policies. Service contract and pricing mechanism. Structure of freight rates. Selection of equipment and container leasing. E-commerce in</p>

	container shipping. Chartering in the liner sector. Market structure and key influences in liner chartering. Impacts on ship routing under Belt Road Initiative						
Teaching/Learning Methodology	Lectures supplemented by small group activities such as tutorials, seminar, and presentations. Students are expected to take an active part in the learning process. Blackboard will be used extensively.						
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b			
	Coursework	50%	✓	✓			
	Examination	50%	✓	✓			
	Total	100 %					
Student Study Effort Expected	Class contact:						
	▪ Lectures / Tutorials						39 Hrs.
	Other student study effort:						
	▪ Self Study						87 Hrs.
	▪						Hrs.
	Total student study effort						126 Hrs.

Reading List and References	<p><i>Recommended Textbooks</i></p> <p>Brooks, M.R. (2000), <i>Sea Change in Liner Shipping</i>, Pergamon, London.</p> <p>Brooks. M. R., (2002), <i>Maritime Transport</i>, Edward Elgar</p> <p>Buckley, James J., (2008), <i>The business of shipping</i>. Centreville, Md., Cornell Maritime Press</p> <p>Drewry Shipping Consultants (2000), <i>Container Market Outlook: High Risk & High Stakes: Where is the Payback?</i> Drewry, London.</p> <p>Drewry Shipping Consultants (2002), <i>Container Leasing: Seeking out the Opportunities</i>, Drewry, London.</p> <p>Drewry Shipping Consultants Ltd. (2007), Annual review of global container terminal operators - 2007.,Drewry, London</p> <p>Graham, M.G. (1985), <i>Containerisation in the Eighties</i>, Lloyd's of London Press, London.</p> <p>Greve, Majbritt. (2007), <i>Container shipping and economic development : a case study of A.P. Moller - Maersk in South East Asia</i>, Copenhagen : Copenhagen Business School Press</p> <p>Islam, Nazrul(2019), <u><i>Silk road to belt road : reinventing the past and shaping the future</i></u>, Springer 2019</p> <p>Lloyd's List (2001), <i>Container Shipping: Executive Summit III</i>, 28-29 November 2001, Island Shangri-La, Hong Kong SAR. Publisher IBC Asia Ltd.</p> <p>Nair R (2009), Economic regulation and structural changes: liner shipping industry, Saarbwcken, Muller</p> <p>Pozdnakova. A (2008), Liner shipping and EU competition law, alphen aan den Rijn, Kluwer Law International</p> <p>Stopford, Martin. (2009),<i>Maritime economics</i>, Abingdon ; New York : Routledge,</p> <p>Talley W., (2012), <i>The Blackwell companion to maritime economics</i>, John Wiley & sons</p> <p>Tierney, K.,(2015), <i>Optimizing liner shipping fleet repositioning plans</i>, Springer 2015</p> <p>Windeck, V., (2013) <i>A Liner Shipping Network Design</i>, Springer Gabler</p> <p><i>Other publications</i></p> <p>Containerisation International</p> <p>Dynamar B.V. (2003), <i>Container Liner Operators: Trading Profiles [in Disc format]</i></p> <p>Fairplay - The International Shipping Weekly</p> <p>Maritime Economics and Logistics Journal</p> <p>Maritime Policy and Management</p> <p>Maritime Transport, OECD Publication</p>
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Note 1: Intended Learning Outcomes

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Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.