Directorate General of Shipping, Ministry of Shipping, Govt. of India, Mumbai		
	TRAINING BRANCH	lS / ISO Clause
Ref.:QMS -7.0 Page 1	Subject- **Revised Guidelines for the Vertical Integration Course for Trainers (VICT).**	File No. TR/POL/8(11)/2018
Approved by : **Director General of Shipping, GOI**	Circular No. : STCW 2010 CIRCULAR NO. 26 OF 2018	Dated 01.10.2018

1.   The standards of competence that have to be met by seafarers are defined in the International Convention on Standards of Training, Certification and Watch keeping for Seafarers, 1978, as amended, and in the Seafarers' Training and Certification and Watch keeping Code (STCW Convention and Code).
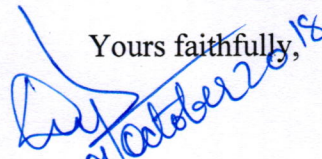
2.   This course has been designed to support the implementation of the STCW Convention and Code and addresses the requirements of Regulation I/6 and Sections A-I/6, A-I/8, A-I/12 and B-I/6 of the STCW Code concerning the qualifications of instructors.

3.   To specify the requirement of Instructor Training, the Directorate General of Shipping has formulated the following guidelines for the conduct of the *"Vertical Integration Course for Trainers(VICT)"* as profiled in the annex to this circular.

4.   The ID No. assigned for the *"Vertical Integration Course for Trainers(VICT)" is 311.* The duration of this course is 60 hours (10 days) and the frequency of the course shall not exceed 24 in a calendar year.

5.   DGS approved training institute, eligible to conduct this course and complaining with the details specified in the annex will be eligible to apply for the conduct of this course along with a prescribed processing fee of Rs.75,000/-.

6.   This issues with the approval of Director General of Shipping & Secretary to the Govt. of India.

Yours faithfully,

(Deependra Singh Bisen)
Asstt. Director General of Shipping

GUIDELINES FOR TRAINING COURSE FOR TRAINERS AND ASSESSORS

1. **AIMS –**

This course is intended to provide training to Instructors to meet the *Mandatory minimum* requirements as specified in Section A-I/6, A-I/8 and guidance contained in sections B-I/6, B-I/8 of the STCW convention. This course is also designed to meet the requirements of IMO Model course 6.09, "Training Course for Instructors".

Its aim is to provide a useful introduction for those with limited teaching experience and introduce new approaches or serve as a reminder of skills and techniques for those who have been teaching for some time. It is not the aim to provide a full course of trainee instructor training. In addition, it provides a sound basis for the delivery of other training programmes.

2. **OBJECTIVES –**

A trainee successfully completing this course will be able to:

2.1 Plan and prepare for effective teaching and instruction,

2.2 Select the appropriate methods of instruction and use of teaching materials, and

2.3 Evaluate the teaching and learning process.

3. **TEACHING FACILITIES AND EQUIPMENT**

3.1 **Class Room** – The lectures shall take place in a classroom, size and ambience governed as per DGS Order 5 of 2016.

3.2 A suitable classroom is required with desks or tables and chairs. It should be possible to move the furniture around so that a variety of room arrangements can be used. Ideally, extra breakaway rooms will be available for when the class is split into groups, since each group should have a separate space in which to work.

3.3 The main room should be provided with a whiteboard, a flip overboard (flip chart), writing materials, and an overhead LCD projector for computer-based presentations. Electrical sockets should be located so that the equipment can be positioned safely.

3.4 Group rooms should be provided with tables, chairs, some form of board and writing materials.

3.5 A video camera to be made available to record and playback the lecture / presentations of the participants.

4. **ELIGIBILITY FOR MARITIME TRAINING INSTITUTE**

DGS Approved training institute conducting a minimum of 5 Post sea maritime courses approved by the Directorate.

5. **ENTRY STANDARDS** –

5.1 The course is designed for individuals who are to qualify as Trainers and Assessors for conduct of Courses approved by the Directorate General of Shipping.

5.2 Trainers wishing to deliver training in the competence standards required by the STCW Convention and Code should already have the necessary technical knowledge and be qualified in the task for which training is to be conducted.

5.3 It is assumed that the course trainees are appropriately qualified in the technical aspects of their subjects. The technical qualification required for conducting DG approved courses is mentioned in the individual course guidelines. General guidance of faculty requirement is given in DGS Order 5 of 2016.

6. **COURSE INTAKE LIMITATIONS** –

The course intake is limited by the number of trainees who can receive adequate individual attention from the instructor(s).

The maximum trainee - faculty ratio permitted is 20 to 1 for classroom lectures. The course intake is limited to a maximum of 20 trainees.

7. **FACULTY REQUIREMENTS** –

7.1 **The qualifications and experience of Course-in-charge & Faculty:**

7.1.1 The course shall be conducted by experienced trainers with background knowledge of the shipping industry and a minimum of 5 years experience of maritime education and training.

7.1.2 Has successfully completed the DG approved Vertical Integration Course for Trainers (VICT)/ TOTA.

8. **FACULTY / TRAINER STRENGTH** –

Not less than two Faculty (inclusive **of** the course-in-charge).

A minimum of 50% of the entire portion must be covered by full-time faculty.

9. **REQUIRED ATTENDANCE** –

100% attendance is required for successful completion of the course. However, in exceptional circumstances, a student is allowed absence of up to one day, subject to his attending the lectures missed out during the next subsequent batches at the same institute within a period of 3 months. The institute shall keep proper records of such cases. If a trainee is absent for more than a day, he will need to repeat the entire course.

10. **COURSE OUTLINE, TIME TABLE AND DETAILED LEARNING OBJECTIVE –**

10.1   Course duration: 60 hours (24 hours Lecture and 36 hours Activities) [10 days]

10.2   Course Outline: As per Appendix – 1

10.3   Course Time Table: As per Appendix – 2

10.4   Learning Objectives: As per Appendix – 3

Note

Throughout the course, safe working practices are to be clearly defined and emphasized with reference to current international requirements and regulations.

It is expected that the institution implementing the course will insert references to national and/or regional requirements and regulations as necessary.

11. **HOLIDAYS –**

Sundays shall be holidays. Independence Day (15th August) and Republic Day (26th January) shall be compulsory holidays.

Trainees shall normally enjoy the holidays observed by the Govt. of the State in which the institute is located.

12. **ASSESSMENT AND FEEDBACK –**

Assessment is to be based as per guidelines listed in Part E of the IMO Model Course 6.09.
Provisions shall be made by the institutes for unsuccessful trainees to be provided additional hands on training and records of same shall be maintained.
Unsuccessful trainees shall be re-assessed on the subsequent batch assessments.

Course Feedback shall be taken from each participant at the conclusion of the course.

13. **COURSE CERTIFICATE –A** Course Certificate, the format of which is appended at **Appendix – 4** shall be issued by the DGS approved maritime training institute to all trainees who have successfully completed the DGS approved "Vertical Integration Course for Trainers(VICT)".

14. **QUALITY STANDARDS –** As per DGS Order No. 5 of 2016

15. **INSPECTION –** As per DGS Order No. 5 of 2016

16. **FEES TO GOVERNMENT –** As per DGS Order No. 5 of 2016

17. **COST OF INSPECTIONS –** As per DGS Order No. 5 of 2016

18. **TEACHING AIDS**

A1   Instructor's Manual as prescribed in Part D of the IMO Model Course 6.09.

A2   Audio-visual equipment

A3   Any new (or contemporary) technology relevant to instruction

A4   Video camera

A5   IMO Model Course 6.09, as revised in 2017

Note: Other equivalent teaching aids may be used as deemed fit by the instructor.

19.   **RECOMMENDED PUBLICATIONS**

Note: Publications mentioned below are for reference only. Other textbooks may be used as deemed fit by the faculty.

P1   *STCW: A guide for seafarers, taking into account the 2010 Manila amendments*. London: International Transport Workers' Federation.

P2   Morrison W.S.G. (1997).*Competent crews=safer ships: an aid to understanding STCW 95*. Malmo: WMU Publication.

P3   Paul Burden and David Byrd (2003). *Methods for effective teaching*. Boston: Allyn and Bacon.

P4   Biggs, J. and Tang, C. (2011). *Teaching for quality learning at university*. US: Open University Press.

P5   Boreen J., Johnson Mary K., Niday D.and Potts J. (2009). *Mentoring beginning teachers, second edition: guiding, reflecting, coaching*.2nd ed. Portland: Stenhouse Publishers.

P6   Andre,G. (2012). *Mentoring at Sea: The 10 minute challenge*. London: The Nautical Institute.

P7   Garrison, D. R., & Vaughan, N. (2012). *Blended learning in higher education: framework, principles, and guidelines*. San Fransisco: Jossey-Bass.

P8   Sharma, P. and Barrett, B. (2007). *Blended learning: Using Technology in and beyond the Language Classroom*. London: Macmillan Education.

P9   Dept. of Training and Workforce Development (2012). *Guidelines for assessing competence in VET*. East Perth, W.A.: Dept. of Training and Workforce Development.

P10   Kutner, M. (2000). *Evaluating professional development*. Washington: Pelavin Research Institute.

P11   Kirkpatrick, D. and Kirkpatrick, J. (2010). *Evaluating training programs*. San Francisco: Berrett-Koehler Publishers.

P12   Shavelson, R., Schneider, C. and Shulman, L. (2007). *A brief history of student learning assessment.* Washington: Association of American Colleges and Universities.

P13   Maki, P. (2004). *Assessing for learning.* Sterling, VA.: Stylus Publishing.

P14   Anderson, L. W., Krathwohl, R. D., Airasian,W. P., et al. (2013). *A taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objectives, Abridged Edition.* London: Pearson Education Limited.

P15   Maki, P. (2010). *Coming to terms with student outcomes assessment: faculty and administrators' journeys to integrating assessment in their work and institutional culture.* Sterling, VA.: Stylus Publishing.

P16   Posner, G. and Rudnitsky, A. (2017). *Course design (7th Edition).* New York: Longman.

P17   Wiggins, G. and McTighe, J. (2005). *Understanding by design.* Alexandria, VA.: Association for Supervision and Curriculum Development.

20. BIBLIOGRAPHY (B)

Note: Other Bibliography may be used as deemed fit by the faculty.

B1   Fletcher, S. (2001).*Designing competence-based training.* London: Kogan Page.

B2   Haynes, A. and Haynes, K. (2012). *53 Interesting Things to Do in Your Lectures (Professional and Higher Education).*UK: Technical and Educational Services Ltd.

B3   Habeshaw, T. and Gibbs, G. (1993). *Do-it-yourself training exercises for interesting ways to teach.*UK: Technical and Educational Services Ltd.

B4   Howell Major, C., Harris, M. and Zakrajsek, T. (2016). *Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success.*UK: Routledge.

B5   Scrivener, J. (2011).*Learning teaching.*2nd ed. London: Macmillan.

B6   Ur, P. (2012).*A course in language teaching.* Cambridge: Cambridge University Press. Kennedy, D. (2006).*Writing and using learning outcomes: a practical guide.* Ireland: University College Cork.

B7   The Nautical Institute (1997). *Maritime Education and Training: A Practical Guide.* London: The Nautical Institute.

21.   IMO and REGULATORY REFERENCES (R)

R1   International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW Convention), 1978, as amended,

R2   Global Integrated Shipping Information System (GISIS), Marine Casualties and Incidents module; https://gisis.imo.org

R3   Lessons learned from maritime casualties http://www.imo.org/en/OurWork/MSAS/Casualties/Pages/Lessons-learned.aspx (English)

R4   IMO model course 6.10 on *Train the Simulator Trainer and Assessor*

R5   IMO model course 3.12 on *Assessment, Examination and Certification of Seafarers*

R6   IMO model course 1.30 on *On-board Assessment*

APPENDIX – 1

COURSE OUTLINE (L-Lecture, A- Activity)

Subject Area with Learning Objectives	L	A	TOTAL Time Hours
1. Overview of STCW Convention and Code and requirements for competence-based training 1.1 Understand the overview and development of STCW Convention and Code 1.2 Understand STCW Convention and Code requirements for competence-based training	2		2.0
2. Planning an effective learning environment 2.1 Identify the factors which influence the teaching and learning process 2.2 Establish an effective learning environment	5	4	9.0
3. Training aids 3.1 Demonstrate the use of a range of teaching aids 3.2 Select the appropriate teaching aids	3	9	12.0
4. Using teaching activities effectively 4.1 Demonstrate a range of teaching activities appropriate to trainees'' needs 4.1.a – Recognise factors to be considered when delivering a Practical Training Program 4.1b Demonstrate the purpose of Teamwork, characteristics of teams, Building and maintaining successful teams 4.2 Orient teaching activities to context and trainee needs	6	10	16.0
5. Producing a subject-related lesson plan 5.1 Recognize appropriate learning outcomes for a lesson 5.2 Recognize factors to be considered when planning a lesson	3	6	9.0
6. Evaluating teaching and learning 6.1 Understand the purpose of evaluation 6.2 Establish a learning assessment 6.3 Use assessment results	2	4	6.0
7. Course design 7.1 Recognize factors to be considered when designing a Learning programme 7.2 Develop a new course	3	3	6.0
TOTAL	24	36	60.0

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APPENDIX – 2

TIMETABLE

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TIME	SUBJECT
WEEK 1	
DAY 1	
0900 –0930	Course Entry formalities.
0930-1100	Course Introduction 1.Overview of STCW Convention and Code and requirements for competence-based training
1100-1115	**Tea Break**
1115-1245	1.Overview of STCW Convention and Code and requirements for competence-based training (contd.) 2.Planning an effective learning environment
1245- 1345	**Lunch Break**
1345-1515	2. Planning an effective learning environment (contd.)
1515-1530	**Tea Break**
1530-1700	2. Planning an effective learning environment (contd.)
DAY 2	
0900-1030	2. Planning an effective learning environment (contd.)
1030-1045	**Tea Break**
1045-1245	2. Planning an effective learning environment (contd.)
1245-1345	**Lunch Break**
1345 -1445	2. Planning an effective learning environment (contd.)
1445-1500	**Tea Break**
1500-1630	2.Planning an effective learning environment (contd.) 3. Training aids
DAY3	
0900-1030	3. Training aids (contd.)
1030-1045	**Tea Break**
1045-1245	3. Training aids (contd.)
1245-1345	**Lunch Break**
1345 -1445	3. Training aids (contd.)
1445-1500	**Tea Break**
1500-1630	3. Training aids (contd.)
DAY 4	
0900-1030	3. Training aids (contd.)
1030-1045	**Tea Break**
1045-1245	3. Training aids (contd.)
1245-1345	**Lunch Break**

TIME	SUBJECT
1345 -1445	3. Training aids (contd.)
1445-1500	Tea Break
1500-1630	3. Training aids (contd.) 4. Use teaching activities effectively
DAY 5	
0900-1030	4. Use teaching activities effectively (contd.)
1030-1045	Tea Break
1045-1245	4. Use teaching activities effectively (contd.)
1245-1345	Lunch Break
1345 -1445	4. Use teaching activities effectively (contd.)
1445-1500	Tea Break
1500-1630	4. Use teaching activities effectively (contd.)
WEEK 2	
DAY 6	
0900-1030	4. Use teaching activities effectively (contd.)
1030-1045	Tea Break
1045-1245	4. Use teaching activities effectively (contd.)
1245-1345	Lunch Break
1345 -1445	4. Use teaching activities effectively (contd.)
1445-1500	Tea Break
1500-1630	4. Use teaching activities effectively (contd.) (Practical Training program)
DAY 7	
0900-1030	4. Use teaching activities effectively (contd.) (Teamwork)
1030-1045	Tea Break
1045-1215	4. Use teaching activities effectively (contd.)
1215-1245	5. Producing a subject-related lesson plan
1245-1345	Lunch Break
1345 -1445	5. Producing a subject-related lesson plan (contd.)
1445-1500	Tea Break
1500-1630	5. Producing a subject-related lesson plan (contd.)
DAY 8	
0900-1030	5. Producing a subject-related lesson plan (contd.)
1030-1045	Tea Break
1045-1245	5. Producing a subject-related lesson plan (contd.)
1245-1345	Lunch Break
1345 -1445	5. Producing a subject-related lesson plan (contd.)
1445-1500	Tea Break
1500-1630	5. Producing a subject-related lesson plan (contd.)

TIME	SUBJECT
DAY 9	
0900-1030	6. Evaluating teaching and learning
1030-1045	*Tea Break*
1045-1245	6. Evaluating teaching and learning (contd.)
1245-1345	*Lunch Break*
1345 -1445	6. Evaluating teaching and learning (contd.)
1445-1500	*Tea Break*
1500-1630	6. Evaluating teaching and learning (contd.)
DAY 10	
0900-1030	7.Course design
1030-1045	*Tea Break*
1045-1245	7. Course design (contd.)
1245-1345	*Lunch Break*
1345 -1445	7. Course design (contd.)
1445-1500	*Tea Break*
1500-1630	7. Course design (contd.)
1630-1700	Assessment
1700-1715	Feedback

APPENDIX – 3

LEARNING OBJECTIVES

The detailed teaching syllabus has been written in learning objective format in which the objective describes what the trainee should do to demonstrate that knowledge has been transferred. All objectives are understood to be prefixed by the words, "The expected learning outcome is that the trainee…"

Before commencing with instruction on the detailed teaching syllabus, there shall be a course overview to introduce the learning objectives and main topics to the trainees.

In order to assist the instructor, reference publications are shown against the learning objectives in addition technical material and teaching aids, which the instructor may wish to use when preparing course material.

The material listed in the course framework has been used to structure the detailed teaching syllabus; in particular, teaching aids (indicated by A) and references (indicated by Bibliography (B), IMO References (R), or Publications (P)) will provide valuable information to instructors. A description of the teaching material is listed at the end of Part A (Course Framework) of this document.

Detailed Learning Objectives COMPETENCE: Teach a competence-based course effectively using appropriate methods and aids	IMO Reference	Publications	Teaching Aids
1. OVERVIEW OF STCW CONVENTION AND CODE AND REQUIREMENTS FOR COMPETENCE-BASED TRAINING **1.1 Understand the overview and development of STCW Convention and Code** • describe the history and development of the STCW Convention and Code • summarize the basic structure and contents of the STCW Convention, 1978, as amended **1.2 Understand STCW Convention and Code requirements for competence-based training** • explain the outcome-based approach to maritime training • explain how skills required to operate a ship have been identified as "competence" grouped together as "functions" • explain how "competences" are specified by the competence tables in the STCW Code, and how the competences are divided into specific tasks and skills • explain how the competence tables in the STCW Code specify the criteria for knowledge, understanding and proficiency, methods for demonstrating competence, and the criteria for evaluating competence • explain the role of in-service training, simulator training and on-board training • state that those responsible for training and assessment shall be appropriately qualified	R1	P1, P2	A1, V1,V2
2. PLANNING AN EFFECTIVE LEARNING ENVIRONMENT **2.1 Identify the factors which influence the teaching and learning process** • list optimum qualities of instructors and trainees • identify the factors which affect teaching • identify the factors which influence trainee learning **2.2 Establish an effective learning environment** • demonstrate effective communication practices • compare individual learning needs within a group • organize the classroom environment to assist learning • apply relevant learning and motivational approach	R1	P3, P4	A1, V1

Detailed Learning Objectives COMPETENCE: Teach a competence-based course effectively using appropriate methods and aids	IMO Reference	Publications	Teaching Aids

3. TRAINING AIDS
3.1 Demonstrate the use of a range of teaching aids
• demonstrate the use of various teaching aids
  ➢ Boards and flipcharts
  ➢ Overhead projectors (OHP)
  ➢ Models
  ➢ Electronic slides
  ➢ Audio and video
  ➢ Slides
  ➢ Slide-tape
  ➢ Internet
  ➢ Handouts
3.2 Select the appropriate teaching aids
• select appropriate teaching aids to meet class needs
	R1	P4, P5,P6,P7, P8	A1, A2, A3, A4

4. USING TEACHING ACTIVITIES EFFECTIVELY
4.1 Demonstrate a range of teaching activities appropriate to trainees' needs
• Deliver teaching sessions using a variety of styles
  ➢ Questions and answer
  ➢ Lecture
  ➢ Demonstration
  ➢ Role play
  ➢ Simulation
  ➢ Breakout groups
  ➢ Practical work
  ➢ Case study
  ➢ Brainstorming
  ➢ Computer-based teaching
  ➢ Distance learning/E-learning
  ➢ Mentoring
  ➢ Blended teaching
  ➢ Seminar/workshop
  ➢ Massive Open Online Courses (MOOC)
4.1.a – Recognise factors to be considered when delivering a Practical Training Program
4.1.b Demonstrate the purpose of Teamwork, characteristics of teams, Building and maintaining successful teams
4.2 Orient teaching activities to context and trainee needs
• select the right activities to meet the individual needs
	R1, R4	P3, P4	A1, V2

5. PRODUCING A SUBJECT-RELATED LESSON PLAN **5.1 Recognize appropriate learning outcomes for lesson** • identify the trainees' likely knowledge and competence at the start of the lesson • identify the trainees' required knowledge and competence at the end of the lesson			

	IMO Reference	Publications	Teaching Aids

• identify the outcomes to be achieved by the lesson
5.2 Recognize factors to be considered when planning a lesson
  • identify the main planning considerations
  • produce a structured lesson plan			

Detailed Learning Objectives **COMPETENCE: Teach a competence-based course effectively using appropriate methods and aids**	**IMO Reference**	**Publications**	**Teaching Aids**

6. EVALUATING TEACHING AND LEARNING
6.1 Understand the purpose of evaluation
  • define the desired learning outcomes
  • understand opportunities to learn
  • develop evaluation questions
  • identify the role of quality management in maintaining a high standard of course delivery
6.2 Establish a learning assessment
  • understand levels of learning evaluation
  • describe steps for evaluating learning
  • determine evidence of learning
  • select methods of assessment
  • use the standard for assessing competence
  • develop an assessment plan
6.3 Use assessment results
  • describe approaches to encourage feedback
  • select methods for data collecting
  • apply the assessment results
	R1, R5, R6	P3, P4, P9, P10, P11, P12, P13, P14, P15	A1, V1

7. COURSE DESIGN
7.1 Recognize factors to be considered when designing a learning programme
  • relate outcomes to identified competence
  • determine outcomes for a specific programme
7.2 Develop a new course
  • use the IMO model courses
  • develop a learning programme to suit the needs of the learners
	R1	P16, P17	A1, V1

ACTIVITIES	HOURS
Activities 2.1.1 - List optimum qualities of instructors and trainees This activity aims to enable trainees to know that individual differences need to be taken into account when teaching methods and procedures are selected for classroom management and discipline.	1 hour
Activities 2.1.2 - Identify the factors which affect teaching This activity is intended to enable trainees to be aware of the possible impacts from the perspective of teaching of a given approach to teaching. *For example, the trainees should discuss the effect upon trainees of the instructor's appearance. They should be encouraged to conclude that dress has an effect and that, since an instructor may be judged by appearance, an appropriate mode of dress is important.*	0.5 hour
Activities 2.1.3 - Identify the factors which influence trainee learning For this part, trainees are recommended to discuss the importance of the variables that may enhance trainees' learning interests. Root cause analysis and integration strategy should be used to facilitate the establishment of teaching strategies.	1 hour
Activities 2.2.1 - Demonstrate effective communication practices This activity is intended to show trainees the use of various types of communication skills that take place in the classroom. Effective communication allows for caring interpersonal interactions as well as for achieving personal and academic goals. *The instructors should consider communication within the classroom and the problems that can occur with spoken and written words. Spoken communication can be difficult. The words that an instructor chooses can be too difficult. Jargon words and technical words should be introduced with a careful explanation of their meanings.*	0.5 hour
Activities 2.2.3 - Organize the environment to assist learning Emphasis should be put on how to create a comfortable, inclusive classroom to assist effective learning. A trainee instructor may be asked to consider organizing the classroom's environmental factors into an acceptable learning environment that is free from anxiety and fear and discomfort. As for the requirement for practical training, references can be made to model course 1.30, 3.12 and 6.10. It should be noted that activities planned for the lesson will also influence the layout of the classroom.	0.5 hour
Activities 2.2.4 - Apply relevant learning and motivational approach This activity requires the trainees to apply the motivating approaches to their teaching for the purpose of effective learning. The prevailing theory called constructivist theory may be used to motivate trainees, which means that individuals construct meaning and understanding through their prior knowledge and apply this knowledge in the new current situation. From the perspective of an instructor, this involves instructors, and their trainees to construct meaning out of the information they have been exposed to through active participation and interaction. This process values the trainee's point of view, instructor/trainee interaction, questioning to promote trainees' thoughts, and the importance of nurturing trainees' reflection and thoughts rather than primarily focusing on a single "correct" answer or product.	0.5 hour
ACTIVITY 2 - TOTAL	**4.0 HRS**
Activities 3.1.1 - Demonstrate the use of various teaching aids This activity allows trainees to practise using a range of teaching aids as listed below for the purpose of familiarization. The right use of teaching aids is essential to a successful lesson delivery. *Trainees need to consider the various ways that can help them grasp the use of teaching aids.*	7 hours
Activities 3.2.1 - Select appropriate teachings aids to meet class needs This activity is to allow the trainee instructor to choose the optimal teaching aids that can maximize the facilitation of class teaching. *Trainees need to consider various factors that may influence the actual effect of teaching, particularly the one that may obstruct or derail the implementation of class teaching.*	2 hours
ACTIVITY 3 - TOTAL	**9.0 HRS**
ACTIVITIES	**HOURS**

Activities 4.1.1---Deliver teaching sessions using a variety of styles This activity is designed to ensure the trainee instructor has a real command of teaching methods, old or new, to satisfy the class needs. This also supplements flexibilities to the trainees' toolbox so that they can have more options at hand to deal with one or two subject matters instead of only one unpopular method. **Activity 4.1.1a - Practical Training Program** This activity is designed to prepare the trainee to conduct practical training in a workshop / outdoor location. *The trainee shall prepare a Training program for practical training in a workshop / outdoor location. The following steps shall be covered:* *Training Plan, List of equipment and its inventory, Layout / Location of equipment, Operational and safety procedures for use of the equipment, Planned Maintenance Program for the equipment, Preparation of equipment / site prior commencement of exercise, Briefing prior commencement of practical's, Methods of practical training, Debrief to participants, Securing of equipment on completion.* **Activity 4.1.1b – Teamwork (1.5hrs)** This activity is intended to show the trainees the purpose of teams in the work context, characteristics of effective teams- What makes them successful, Building and maintaining teams. *The instructors should explain why they should be a team, how does a team work best, make them jot down the teamwork skills required, explain the team roles in forming a team, relevance of teams, recipe for successful teams.*	9 hours
Activities 4.2.1 - Select the right activities to meet individual needs The purpose of this activity is to allow trainees to adjust the teaching methods to the actual situation. There are various teaching methods available now, such as explaining learning, demonstrating learning, communicating learning, task-based learning, interactive learning, etc. However, the choice of teaching methods to be used depends largely on the content or the aptitude and enthusiasm of the trainee. Therefore, choosing the appropriate teaching methods that can maximize the effect of learning is essential.	1 hour
ACTIVITY 4 - TOTAL	**10.0 HRS**
Activities 5.1.3---Identify the outcomes to be achieved by the lesson This activity intends to allow trainees to familiarize themselves with the process of formulating the competence-based learning outcomes. The important consideration is to understand the genuine link between learning outcomes and the STCW Competence Tables. *It is better to have the activity performed in groups composed of trainees from similar professions, if possible. This will encourage sharing viewpoints on the understanding of the transferring from competence requirement to specific learning outcomes.*	2 hours
Activities 5.2.1 - Identify the main planning considerations This activity is to arm the trainees with the ability to identify the influences of an effective lesson plan. The trainees should identify and discuss the internal environment and external environment influences in order to realize their impacts and concerns on maritime training. *This activity may be carried out in groups of trainees with the same or similar background.*	2 hours
Activities 5.2.2 - Produce a structured lesson plan This activity aims to enable the trainees, especially those newly employed candidates to produce a suitable lesson plan. In combination with a section chosen from the STCW Competence Tables, the trainee instructor should determine the appropriate length of the course and the suitable equipment for enhanced training. The following lesson plan samples could be used as a reference.	2 hours
ACTIVITY 5 - TOTAL	**6.0 HRS**
Activities 6.1.1 - Define the desired learning outcomes	0.25 hour

This activity is intended to enable the trainees to be aware of the desired learning outcomes with regard to course effectiveness. Trainees need to consider the learning outcomes that may influence course effectiveness. The instructors are recommended to organize a discussion with a checklist pointing to the desired learning outcomes in class among trainees.	
Activities 6.1.2 - Understand opportunities to learn This activity is to enable trainees to understand the concept of the opportunities to learn on the performance-based evaluation. The opportunity to learn includes the quality of resources, school conditions, curriculum, and the course delivery that trainees experience. The necessity to analyse the strengths and weaknesses of the trainees should be discussed accordingly. These issues as a whole are critical for the reason that trainees are closer to meeting the increased demands of performance-based accountability systems. The instructors are recommended to introduce the positive relationship between opportunities to learn and trainee's achievement. Keep in mind that opportunity to learn is the overlap between the information that trainees were taught and the information on which they were tested. The trainees should be encouraged to show the significance of opportunities to learn of the evaluation process.	0.25 hour

ACTIVITIES	HOURS
Activities 6.1.3 - Develop evaluation questions This activity aims to provide trainees with the knowledge to develop evaluation questions in the evaluation process. The instructors are recommended to introduce the steps of developing real sample questions. The trainees should think about the priority of evaluation questions in terms of relevance and the available recourses while the instructors use their experiences and knowledge to keep the discussion and brainstorming process on the right track.	0.25 hour
Activities 6.2.1 - Understand the levels of learning evaluation This activity aims to enable the trainee instructor to understand the concept of levels of learning evaluation. A model developed by Kirkpatrick (see P11) could be used as a reference. In this activity, the instructors are recommended to introduce the goal of each level as well as its advantages and disadvantages. It is important that the trainees consider how to apply this model in their teaching practices.	0.25 hour
Activities 6.2.2 - Describe the steps to evaluate learning This activity aims to introduce the steps of learning evaluation. Preferably, the 3P model of teaching and learning developed by Biggs (see P4) could be used to introduce the connection between different approaches to teaching evaluations. It is recommended that the instructors provide a practical example implying the nature and sequence of assessment tasks, building up a holistic assessment of items in the mind of trainees.	0.25 hour
Activities 6.2.3 - Determine the evidence of learning This activity aims to enable the instructor trainees to understand the evidence of learning. It is suggested that the instructors provide examples showing that evidence of learning is important to future teaching and learning assessment. The trainees also need to tentatively exhaust the methods for collecting the evidence of learning.	0.25 hour
Activities 6.2.4 - Select methods of assessment This activity is used for the appropriate selection of the assessment methods. Instructors are recommended to introduce the types of assessment such as formative and summative assessment at the beginning of the class. Trainees shall consider the validity, reliability and practicality of the most commonly used assessment methods provided by the instructors. The trainees need to demonstrate their abilities to choose the appropriate assessment methods according to the specific topics given by the instructors.	0.25 hour
Activities 6.2.5 - Use the standards to assess competence This activity aims to enable trainees to understand the application of assessment standards in teaching practices to gauge a reasonable range and the level of performance that is expected from the competent trainees. Keep in mind that all dimensions of competence should be assessed within the context of the required performance. It is suggested that a training package with competence standards should be provided to the trainees for better understanding.	0.25 hour
Activities 6.2.6 - Develop an assessment plan The objective of this activity is to enable trainees to develop an assessment plan with the overall	0.5 hour

lesson design in mind. The instructors are recommended to provide samples of assessment plans to show those common shortcomings in design. The necessary resources relating to a specific topic may be provided by the instructors so that the trainees could develop an assessment plan individually in class. Corresponding comments and suggestions are also helpful.	
Activities 6.3.1 - Describe approaches to encourage feedback This activity is to equip the trainees with the knowledge of how to encourage feedback. In this activity, the trainees will learn different approaches to encourage feedback from the trainees considering different types of trainees' survey. For further discussion in the classroom, the instructors are suggested to provide trainees with samples relating to their teaching practices.	0.5 hour
Activities 6.3.2 - Select methods to collect data This activity aims to enable the trainees to choose appropriate methods for data collecting. In this activity, the instructors are recommended to introduce the strategies to collect evaluation data. It is better to provide a sample with all relevant course materials for further discussion among trainees. Keep in mind that the discussion should give priority to collecting data for the sake of assessment effectiveness.	0.5 hour
ACTIVITIES	**HOURS**
Activities 6.3.3 - Apply the assessment results This activity aims to enable the trainees to apply the assessment results. It is suggested that the instructors introduce the core elements by using a course evaluation template (see Table 6). Keep in mind that the best practices for assessment results could be used to highlight the important findings in the collected data. The trainees are recommended to brainstorm how the assessment results are able to improve the assessment process, teaching and learning process or both.	0.5 hour
ACTIVITY 6 - TOTAL	**4.0 HRS**
Activities 7.1.1 - Relate outcomes to identified competence This activity aims to enable trainees to connect the learning outcomes with specified competence. In this activity, the instructors are recommended to demonstrate the differences between the competences and outcomes. The trainees will be able to identify the key distinction between learning outcomes and competence. It is suggested that the competence tables of the STCW Convention and Code should be provided to indicate the connection between competence and learning outcomes.	0.75 hour
Activities 7.1.2 - Determine outcomes for a specific programme This activity aims to enable the trainees to develop relevant learning outcomes. It is suggested that the basic principles and rules be introduced by the instructors in the form of in-class exercise that falls into the category of content, teaching strategies and assessment for a specified learning programme. It is better that the instructors provide a lesson sample of learning outcomes development and conclude with some tips to assist the trainees to finish their work.	0.75 hour
Activities 7.2.1 - Use the IMO model courses This activity is to enable the trainees to appropriately use IMO model courses during the course design process. It is suggested that the instructor should introduce the purposes and principles of the IMO model courses with examples to illustrate how they work in course design.	0.5 hour
Activities 7.2.2 - Develop a learning programme to suit the needs of the learners This activity aims to demonstrate the ability of trainees to develop a learning programme with relevance to the specific needs of the learner. The instructors are recommended to summarize the whole process of course design based on the previously obtained knowledge by the trainees. The trainees need to develop a course syllabus with reference to the template of the course design regarding the key factors like learning outcomes, activities and assessment, etc.	1 hour
ACTIVITY 7 - TOTAL	**3.0 HRS**
ACTIVITIES GRAND TOTAL	**36.0 HRS**

APPENDIX – 4

CERTIFICATE (SAMPLE)

Institute's LOGO

NAME and ADDRESS of the D. G. Approved Training Institution

MTI No: **Tel:**   **Fax:**   **E-mail:**

Certificate No: _____

THIS IS TO CERTIFY THAT   *[full name of candidate]*

Date of Birth   ……………………………… (dd/mm/yyyy)

Holder of C.D.C. No. ……………………………………

Certificate of Competency / Proficiency, (if any) Grade: …………………… No. ……………..………

Indian National Database of Seafarers (INDoS No.) …………………………….

has successfully completed a training course in:

VERTICAL INTEGRITION COURSE FOR TRAINERS

held from …………………to ………………… . and has been found qualified.

The course is approved by the Directorate General of Shipping and meets the requirements relevant to the said course as laid down in: STCW Convention 1978, as amended, and addresses the requirements of Regulation I/6 and Sections A-I/6, A-I/8, A-I/12 and B-I/6 of the STCW Code. The course also meets the requirements of IMO Model Course 6.09

The candidate has also met the additional criteria specified in the STCW Convention, applicable to the issue of the certificate. This certificate is issued under the authority of the Directorate General of Shipping Ministry of Shipping, Government of India.

_____

Signature of Candidate

_____

Name and Signature of Course In-charge

Date of Issue: _____

Date of Expiry: <u>UNLIMITED</u>

Colour Photograph (35 mm x 35 mm)

Official Seal

_____
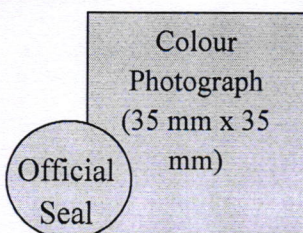
Name and Signature of Dean / Principal

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