Part A
Course Framework

■ Scope

This **Training Course for Instructors (based on IMO Model Course 6.09)** aims to impart the mandatory minimum requirements and competence as prescribed by the Administration pursuant to Regulation I/6 of the International Convention on Standards, Training, Certification and Watchkeeping of Seafarers, 1978 as amended for instructors who are responsible for the conduct of STCW mandatory and other maritime related training courses.

The course requires a total of **seventy-two (72)** instructional hours to complete, consisting of the main topics which includes *Introduction to the Course; The International Maritime Organization and the STCW Convention; Educational Theories; Principles of Teaching and Learning; Curriculum Development Process; Formulation of Learning Outcomes; Teaching Methods and Strategies; Development of Instructional Materials; Facilitation Skills; Lesson Planning and Presentation; Assessing Learner's Performance; Course Evaluation, and Course Planning, Organization and Conduct.* A total of eight (8) hours is allotted for Pre-test, Summing-up, Post-test and Course Evaluation.

■ Training Outcomes

The trainees who have successfully completed the course will contribute to the IMO's mission to promote safe, secure, environmentally sound, efficient and sustainable shipping through cooperation in the conduct of maritime education programs and training courses required in the various IMO conventions, regulations and other relevant instruments.

Specifically, those who successfully complete the requirements of the course should be able to:

1. use the STCW as a basis for designing a course and/or a lesson;
2. apply the principles of outcomes-based education and training, and competency-based training and assessment in curriculum or program designing;
3. plan, conduct, and manage effective student-centered focus teaching and learning sessions aligned with learning outcomes;
4. develop instructional materials by incorporating technology to support the teaching-learning process;
5. demonstrate mastery and confidence in conducting a lesson based on a validated lesson plan;
6. prepare an assessment plan using appropriate assessment methods for assessing the learner's performance that supports learning;
7. develop a course evaluation plan to determine effectiveness of a course

as basis for continual improvement measures;

8. develop a plan in designing a course aligning the content, methodologies, assessment and evaluation with outcomes that support the required competences prescribed in relevant regulations; and
9. develop a personal philosophy in teaching and learning grounded on sound tenets and best practices.

■ Entry Standards

This course is intended to all maritime and allied professionals who intend to handle maritime education and training courses.

This course is also open for other individuals who are involved in maritime education, training, assessment, and certification of seafarers.

■ Course Certificate

On successful completion of the course, a Certificate of Training Completion shall be issued certifying that the holder has met the mandatory minimum requirements and competence for maritime instructors as prescribed by the Administration pursuant to Regulations I/6 of the STCW Convention, 1978, as amended.

■ Course Intake Limitation

The number of trainees shall not exceed twenty (20) per class to ensure effective and efficient delivery of the course.

■ Staff Requirements

Instructor and Assessor:

The conduct of the course shall require a minimum of two experienced instructors accredited by the Administration, who have an adequate background and knowledge about the maritime industry. At least one, who shall be the course leader, should have undergone professional teacher training.

Particularly, they must possess the following qualifications:

- completed the Training Course for Instructors (TCI) (IMO Model Course 6.09) and Assessment, Examination, and Certification of Seafarers (IMO Model Course 3.12);
- completed the Understudy Program under the supervision of a recognized TCI Lead Instructor; and
- with at least three (3) years of work experience in maritime education and training institution as instructor and/or assessor within the last five (5) years.

■ Assessment

The assigned assessors shall be guided by Part C and Part E of the Course Plan in the conduct of assessment.

■ Teaching Facilities and Equipment

For the theoretical part of the course, lectures and demonstrations shall be held in a classroom with tables and chairs, and a set of functional audiovisual equipment.

The classroom shall have an area of at least 42 square meters with no side less than 5 meters and no structural obstruction. Should the classroom be less than 42 square meters, the number of trainees that can be accommodated will be computed based on the 1.75 square meters area per trainee requirement.

For online delivery of the course, the training providers shall comply with the requirement under the Revised Guidelines on Training and Assessment by Distance Learning and eLearning in accordance with the provisions of Regulation I/6 of the STCW Convention, 1978, as amended and its subsequent amendments.

At least two (2) smaller rooms or areas suitable for planning, small group discussions, and briefing/debriefing exercises are to be made available as necessary.

The main room should be provided with internet connectivity, an interactive board or whiteboard, writing materials and office equipment such as desktop computers, printers, and other office supplies.

A video camera is required for the recording of practical teaching activities.

■ Teaching Aids (A)

A1 Visual Presentations

A2 Training videos related to topics

Note: When using videos and images from external sources, the Training Providers shall ensure that these are obtained from reliable sources, deliver accurate information, are of high-resolution quality, and adhere to educational or industry standards. Appropriate references/acknowledgments shall be indicated in the presentation slides.

A3 Sample copies of IMO Model Courses

A4 Matrix of Learning Principles

A5 Graphical Presentation of Different Teaching Methods

A6 Course Compendium

A7 Exercise Sheets

A7.1 Getting to Know You

A7.2 Learning Contract

A7.3 Developing Professional Development Action Plan

A7.4 Developing Competence Map

A7.5 Conducting Self Learning Style Inventory

A7.6 Formulating Learning Outcomes

A7.7 Navigating Learning Management Systems Checklist

A7.8 Developing Instructional Materials

A7.9 Preparing Instructor's Guide

A7.10 Conducting Peer Evaluation of Presentation

A7.11 Conducting Self-Evaluation of Presentation

A7.12 Constructing Test Item

A7.13 Developing Table of Specifications

A7.14 Developing Assessment Plan

A7.15 Developing Course Evaluation Plan

A7.16 Developing Course Plan, Organization and Conduct

A8 Templates

- Competence Map
- Professional Development Plan
- Instructor's Guide
- Assessment Plan
- Table of Specifications
- Peer Evaluation Form
- Self-Evaluation Form
- Course Evaluation Plan

A9 Legislative and Administrative Issuances

- RA No. 10635
- RA No. 12021
- MARINA Circular No. SC 2024-01
- MARINA Circular No. SC 2021-10

A10 Handouts

■ IMO References (R)

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

R2 International Maritime Organization. IMO Model Course 6.09, Training Course for Instructors

R3 International Maritime Organization. IMO Model Course 3.12, Assessment, Examination and Certification of Seafarers

■ Bibliography (B)

B1 Biggs, John and Tang, C. (*latest edition*). *Teaching for Quality Learning at University.* New York, McGraw-Hill.

B2 Charney, Cy and Conway, Kathy. (*latest edition*). *The Trainer's Tool Kit.* AMACOM.

B3 Craig, R.L (*latest edition*), *The* ASTD *Training and Development Handbook: A Guide to Human Resource Development,* New York, McGraw-Hill.

B4 Heywood, J. (*latest edition*). *Assessment in Higher Education.* Jessica Kingsley Publisher.

B5 Hillman, Daniel et.al (*latest edition). Best Practices for Administering Online Programs (Best Practices in Online Teaching and Learning)*. Routledge

B6 Holder, L. A. (*latest edition*). *Training and Assessment on Board: A Guide To Seafarers and Managers on How To Make Best Use of Opportunities For Practical Training and Assessment of Competence on Board Ship*. Edinburgh Witherby Seamanship International.

B7 International Association of Maritime Universities *(latest edition) Global Maritime Professional: Book of Knowledge.* Tokyo, Japan

B8 Jones, L. (*latest edition*).*Assessment: From Principles to Action.* London, Macmillan Education Ltd.,

B9 Mager, Robert, (*latest edition*). *Preparing Instructional Objectives* , Palo Alto, California, Fearon Press

B10 Muirhead, P. and Fisher, D. (*latest edition*). *Practical Teaching Skills for Maritime Instructors*. WMU Publications, Malmo, Sweden

B11 Nithyanantham, V., & Shareef, S. M. (*latest edition*). Fundamentals of Educational Technology, Bentham Science Publishers.

B12 Ortigas, Carmela (*latest edition*) *Group Process and the inductive Method: Theory and Practice in the Philippines*. Ateneo De Manila University Press

B13 Spady, William (*latest edition*). *Outcomes-Based Education's*

Empowering Essence. Mason Works Press, Boulder, Colorado

B14 Stephanie Smith Budhai, & Ke'Anna Brown Skipwith. (*latest edition*). *Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies.* Routledge.

B15 Percival, F. and Ellington H. (*latest edition*) *A Handbook of Educational Technology.* London, Kogan Page

B16 Romiszowski, A.J. (*latest edition*) *The Selection and Use of Instructional Media.* London, Kogan Page

B17 The Nautical Institute (*latest edition*). *Maritime Education and Training: A Practical Guide.* London: NI.

Note: The Training Providers may choose books from the bibliography or they may use other or additional references provided it has similar content to the latest edition to facilitate learning. Electronic publications may be accepted as alternatives to printed copies of the latest editions and must be sourced from authorized publishers.

■ Websites (W)

W1 Buckel, Jenna. *Panorama Education, A Comprehensive Guide to 21st Century Skills*. https://www.panoramaed.com/blog/comprehensive-guide-21st-century-skills#:~:text=21st%20century%20skills%20refer%20to,the%20workforce%2C%20and%20adult%20life. Retrieved on 28 July 2023

W2 Downes, Andrews (January 20, 2016). *4 Learning Evaluation Models You Can Use.* https://elearningindustry.com/4-learning-evaluation-models-can-use. Retrieved on 28 July 2023

W3 GPE Transforming Education (January 2020). *21st Century Skills: What Potential Role for the Global Partnership for Education*. https://www.globalpartnership.org/node/document/download?file=document/file/2020-01-GPE-21-century-skills-report.pdf. Retrieved on 28 July 2023

W4 TeachThought Staff (July 26, 2023). *A Visual Summary: 32 Learning Theories Every Teacher Should Know*: https://www.teachthought.com/learning/learning-theories-teachers/. Retrieved on 28 July 2023.

W5 Van Vulpen, Erik*. Understanding the ADDIE Model: All You Need to Know*. https://www.aihr.com/blog/addie-model/. Retrieved on 28 July 2023

Note: Training Providers may use additional websites as deemed necessary to meet the intended learning outcomes of this training course.