Part E
Course Assessment

■ Introduction

Assessment is concerned with making of proper judgment in the progress and development of the trainees' learning skills and attitudes. This means assessment is placing value or worth to behaviour processes of doing things appropriate in a given situation on board. To be effective, however, the assessment requires that judgments be based on appropriate and relevant data. This is why the learning outcomes in Part C are herein provided as the basis for the evaluation of trainees' progress, development and learning of this course.

■ Method of Assessment

A written examination shall be administered in order to measure the acquired knowledge of the trainees. The examinations shall be administered at the end of training in which a passing mark is pre-requisite for the practical assessment.

To ensure representation of all topics covered in an objective type of test and to measure the desired level of thinking skills, the test items to be constructed shall be based on a Table of Specification (TOS). On the following page is a sample TOS and the number of test items indicated is to be used as a **GUIDE ONLY.**

On the other hand, a practical assessment shall be conducted to measure trainees' ability to demonstrate the following skills:

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

- 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
- develop a personal philosophy in teaching and learning grounded on sound tenets and best practices.

Another method of assessment is Portfolio Assessment, in which trainees are tasked with consolidating all accomplished exercises from the duration of the training. These assessment methods are used to measure the knowledge, skills and attitudes acquired by the trainees are reflected in the corresponding Assessment Plan. This document details the overall assessment strategy which includes the following information:

- when the assessment is to take place;
- what assessment methods are to be employed;
- the marks/weighting for each assessment;
- who is responsible for conducting the assessment;
- what resources are needed; and
- conditions under which assessments are to be conducted.

Below is a sample of the Assessment Plan. The total number of test items indicated is used as a GUIDE ONLY. All indicated performance tasks are required to be undertaken to assess the achievement of the required competences.