Table of Specifications

Topics	Time Allotment (hrs)	% of Teaching Time	Thinking Skills (Learning Process Dimension)						No. of Test Items
			Remember	Understand	Apply	Analyze	Evaluate	Create	
Course Introduction	1.5	1.88%							-
1. Process Overview	0.5	0.63%		1					1
2. Statutory and Regulatory Framework	4.0	5.00%		3					3
3. Quality Standards System	5.0	6.25%		2		2			4
4. Requirements in Maritime Education, Training, and Assessment	2.0	2.50%		1					1
5. Approving Training, Assessment and Records	2.0	2.50%		1					1
6. Competence-based Standards	10.0	12.50%		4		1	1		6
7. The Assessment Process	10.0	12.50%		4				2	6
8. Assessment Methods									
8.1 Written Tests	20.0	25.00%		6		3		3	12
8.2 Oral Tests	5.0	6.25%		2				2	4
8.3 Practical Assessment	8.0	10.00%		2				3	5
9. Onboard Assessment System	9.0	11.25%		4				2	6
10.Administration	2.0	2.50%		1					1
Course Summary	1.0	1.25%							-
TOTAL	80.0	**100**	-	**24**	**4**	**4**	**3**	**15**	**50**

Note: *The training provider has the prerogative to determine the total number of test items.*

Assessment Plan

Regulation	*I/6*	Table A: N/A		
Approved Training Program	Training Course for Assessors (based on IMO Model Course 3.12)	*Instructor:*		*Date Prepared:*
Resources Needed		Assessor:		*Approved by:*

	Method of Assessment										
	Written Assessment				**Practical Assessment**						**Portfolio Assessment**
					Assessment Task						
Topics	No. of Test Items	Assessment Method	Assessment Period	Grading Scheme	(1) Determining requirements for Assessment	(2) Analyzing tasks for competence-based training and assessment (3) Developing Assessment Plan (4) Collecting and Matching Evidence with Standard	(5) Determining appropriate method of assessment (6) Developing review and verification tools (7) Developing continual improvement plan	(8) Constructing assessment tools (9) Developing Table of Specifications (10) Constructing Multiple-Choice type of test (11) Creating scoring schemes (12) Conducting Invigilation of test (13) Conducting Item Analysis	(16) Developing on-board Assessment Plan (17) Developing Performance Improvement Plan	**Grading Scheme**	***Consolidated Task Sheets:*** • Sources of Learning - Documentation and description of learning experiences related to course training outcomes exceed expectations • Demonstration of Learning - The presentation of artifacts is convincing, with strong support for the course's training outcomes • Evidence of Learning - The portfolio provides clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks) • Mastering Knowledge & Skills - The portfolio demonstrates the trainees has mastered the knowledge and skills for the course training outcomes and can apply them in practice • Reflection on Learning - The portfolio shows that the trainee has reflected with substantial depth upon how the prior learning experience is aligned to the course training outcomes for which credit is being sought • Presentation - The portfolio is well organized with all critical elements included; learning is well- documented with writing and production skills that exceed those of most trainees

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>(14) Conducting Oral Test

(15) Conducting Practical Assessment</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Course Introduction</td><td>-</td><td rowspan="13">Multiple Choice Questions</td><td rowspan="13">Administered at the end of training period</td><td rowspan="13">Obtain at least 75% mark from written test</td><td colspan="5">Assessment Criteria</td><td rowspan="13">Performance of required tasks based on Assessment Criteria using a Checklist</td><td rowspan="2">Criteria</td></tr>
<tr><td>1.</td><td>Process Overview</td><td>1</td><td colspan="5" rowspan="12">The training provider shall specify the corresponding assessment criteria.</td><td rowspan="12">Consolidated Task Sheets:
• Sources of Learning
- Documentation and description of learning experiences related to course training outcomes exceed expectations
• Demonstration of Learning
- The presentation of artifacts is convincing, with strong support for the course’s training outcomes
• Evidence of Learning
- The portfolio provides clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks)
• Mastering Knowledge & Skills
- The portfolio demonstrates the trainees has mastered the knowledge and skills for the course training outcomes and can apply them in practice
• Reflection on Learning
- The portfolio shows that the trainee has reflected with substantial depth upon how the prior learning experience is aligned to the course training outcomes for which credit is being sought
• Presentation
- The portfolio is well organized with all critical elements included; learning is well- documented with writing and production skills that exceed those of most trainees</td></tr>
<tr><td>2.</td><td>Statutory and Regulatory Framework</td><td>3</td></tr>
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<tr><td>4.</td><td>Requirements in Maritime Education, Training, and Assessment</td><td>3</td></tr>
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<tr><td>8.</td><td>Assessment Methods</td><td>19</td></tr>
<tr><td>9.</td><td>Onboard Assessment System</td><td>4</td></tr>
<tr><td>10.</td><td>Administration</td><td>1</td></tr>
<tr><td>11.</td><td>Course Summary</td><td>-</td></tr>
<tr><td colspan="2">Total Number of Items</td><td>50</td></tr>
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