

# STANDARD

DNVGL-ST-0008

Edition January 2020

## Learning programmes



## FOREWORD

DNV GL standards contain requirements, principles and acceptance criteria for objects, personnel, organisations and/or operations.

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## CHANGES – CURRENT

This document supersedes the April 2015 edition of DNVGL-ST-0008.

Changes in this document are highlighted in red colour. However, if the changes involve a whole chapter, section or subsection, normally only the title will be in red colour.

### Changes December 2019

<i>Topic</i>	<i>Reference</i>	<i>Description</i>
Learning programme development, delivery and maintenance shall be subjected to internal auditing and shall be included in management review.	[3.1]	This requirement was made explicit to ensure that the certified management system, that the organisation shall have in place, in practice covers learning programme and training activities.
Certificate	[3.2.2]	Article updated to allow for not including a date of birth, if it can be traced to the person in some other way.
		In case of electronic certificates, digital signatures may also be used.

### Editorial corrections

In addition to the above stated changes, editorial corrections may have been made.

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## SECTION 1 GENERAL

### 1.1 Introduction

DNV GL provides certification of learning programmes. The certification is available to academies and training providers as the basis for developing, delivering and maintaining learning programmes.

The learning programmes may include classroom based training, e-learning, computer based training (CBT), simulator training, formal on-the-job training or blended learning programmes, containing any mix of methods and modes.

DNV GL also offers certification of the management system of training providers and academies based on statutory services and other DNV GL standards.

The combination of these services enables training providers and academies to ensure that the development, content and delivery of training programmes meet quality requirements. Furthermore it helps to deliver training programmes with uniform, high quality.

### 1.2 Objective

The objective of this standard is to provide requirements for learning programmes with respect to management, development, content and delivery, independent of location and types of education.

The standard intends to ensure that training courses certified in accordance with this standard :

- are properly designed
- meet applicable requirements regarding contents
- contain clear objectives for results
- are developed by competent people, from both a content perspective as well as a pedagogical perspective
- are delivered by qualified instructors
- are assessed and improved in line with market demands and experience.

The objective of the certification is to ensure uniform quality of training, independent of location, operation and training method.

### 1.3 Scope

It focuses on management, development, content, delivery and assessment of learning programmes.

DNV GL will consider alternative ways of complying with (parts of) this standard if these are found to represent an overall quality level equivalent to that of this standard.

### 1.4 Application

This standard is intended for training providers offering external training as well as for 'in house' training departments and can be applied to any type of education and industry.

Training providers may need to comply with additional requirements, not covered by this standard.

**Guidance note:**

Typical examples of additional requirements:

- The national authority has imposed certain requirements on the training programme provider to approve it under the Quality System Standards of the Administration under the STCW Convention.
- Other requirements or safety standards imposed by local legislation.

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## 1.5 Instructional design

This standard is based on instructional systems development (ISD) where the ADDIE model has been utilized; ADDIE is an acronym referring to the major processes that comprise the generic ISD process, containing the following key elements which are expected to be addressed in any training considered for certification:

- **A**nalysis of training need and target population
- **D**esign to include the pedagogic elements of learning objectives and assessment and modular structure incorporating varying methods of learning
- **D**evelopment of the learning materials
- **I**mplementation and delivery of the learning programme
- **E**valuation of the results of the learning actions.

## 1.6 Terms and definitions

<i>assessment</i>	the act or result of judging the worth or value of something or someone. In this context normally whether or not a candidate can perform the tasks, duties and responsibilities related to a specified competence or job description.
<i>assessment for learning (formative assessment)</i>	assessment that results in an ongoing exchange of information between learners and teachers about learner progress toward clearly specified learner outcomes during the learning programme
<i>assessment of learning (summative assessment)</i>	assessment designed to collect information about learning to make judgments about learner performance at the end of a period of instruction
<i>assessor</i>	a person that performs an assessment
<i>blended learning</i>	a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment
<i>CBT</i>	computer based training; learning method using CD-ROM/DVD, internet or network solution
<i>competence</i>	knowledge, understanding, skills, attitude and/or behaviour in a defined area of work
<i>e-learning</i>	organized learning activities in which the instructor and the participants are not present simultaneously at the same location. The instructor and learner may or may not engage in a learning facilitation dialogue. E-Learning covers both learning over the Internet and learning delivered through computer based training.
<i>education</i>	a process to provide and develop knowledge, understanding, skills and attitudes to meet the requirements of learners
<i>evaluation</i>	making decisions about the quality or value of a response for the purpose of providing descriptive feedback (formative) and marks (summative)
<i>guidance note</i>	an advice which is not mandatory, but with which the Society, in light of general experience, advises compliance
<i>instructor</i>	person providing education (synonym for teacher, trainer)
<i>knowledge</i>	familiarity, awareness or understanding gained through experience or study

<i>learner</i>	a participant in a learning programme that is intended to adapt knowledge, skills or attitude. A learner may also be referred to as a pupil, student, trainee, scholar or candidate.
<i>learning</i>	the process of acquiring competence
<i>learning objectives</i>	the desired learning results of the education and training. The learning objectives state what a learner should be able to do after the education and training, under what condition and to what standard or criteria. The objectives should state knowledge, practical skills and attitudes, as relevant.
<i>learner outcome</i>	the acquired competence of the participant upon completion of the learning programme
<i>learning plan or curriculum</i>	a coherent collection of educational and training activities, consisting of educational elements, such as learning objectives, contents, methods, assessment and general conditions
<i>learning programme</i>	a combination of training methods designed and constructed to meet a single goal
<i>lesson plan</i>	a comprehensive description of each training module that ensures uniform delivery over time and by various instructors by giving descriptions on how to deliver the module, which methods to use for which part of the module and what to emphasize. How much time to spent on the sub-modules. A lesson plan must not be mistaken for a simple time schedule.
<i>modules</i>	education and training blocks built around a set of competencies as part of a learning programme
<i>on-the-job training</i>	training which takes place in a normal working situation, using the actual tools, equipment, documents or materials that learners will use when fully trained. It is the act of rehearsing behaviour over and over, or engaging in an activity again and again, for the purpose of improving or mastering it. This could include on-board training.
<i>purpose</i>	the starting point for a training design process which defines the reason 'why' the training activity is needed. It should be based on competence gaps and refer to desired organisational results such as, improved work processes, attainment of goals or strategies or implementation of services.
<i>training provider</i>	an organisation that offers education and training for both 'in house' and/or external clients

## SECTION 2 CERTIFICATION

Training providers offering a learning programme which complies with the requirements of this standard can receive a DNV GL Learning Programme Certificate.

The certificate will be given a validity period of 5 years subject to annual review, see [2.1.2].

### 2.1 Certification process

The certification process includes:

- an initial review
- annual reviews
- a renewal review.

#### 2.1.1 Initial review

The purpose of the initial review is to verify if :

- the learning programme satisfies the pedagogical and management requirements of this standard
- the learning programme is consistent
- the content complies with an applicable industry competence standard as referred to in the scope of certification.

When corrective actions, if any, are agreed upon, implemented and closed, certification will be granted.

Steps involved:

- 1) Initial document review of the training course documentation and self-assessment checklist (App.B) shall be submitted, followed by reporting of any non-conformities that shall be corrected prior to an on-site audit.
- 2) On-site audit while the course is being conducted to verify implementation, delivery and training management aspects related to the training course. The on-site visit includes interviews, process flow, class observations, and consideration of the suitability of the training location.

**Guidance note:**

Examples of industry competence standards are (parts of) STCW, SIGTTO, IMO model courses, offshore/energy standards, operating manuals, etc.

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#### 2.1.2 Annual review

Annual (or more frequent) periodical reviews shall be carried out by the training provider according to established internal procedures to ensure that the training course is being maintained and delivered in a satisfactory manner during the period of validity of the certificate.

Changes to a certified training course shall be reported to DNV GL without undue delay. Significant changes, such as changes in learning objectives may create a need for re-certification.

#### 2.1.3 Renewal review

The training provider shall submit a request for the renewal of a certified training course to DNV GL at least 90 days before the certificate expires. If there have been no changes since the issue of the certificate, a statement to the effect that the curriculum, instructors, and facilities are the same shall be included in the submittal.

If the training course has undergone any changes it shall be submitted in its revised format. To facilitate the renewal process, all changes shall be highlighted/described.



An on-site audit shall only be performed while the learning programme is being conducted. Non-conformities, if any, shall be reported in writing. Corrective actions shall be taken. When the corrective actions are agreed upon, implemented and closed, re-certification shall be granted.

## **2.2 Withdrawal and expiry of certificates**

If a breach of requirements in this standard is revealed or other conditions occur that DNV GL considers significant, the certificate will be withdrawn.

In case of withdrawal or expiry of a certificate, any reference to DNV GL approval shall be removed from websites, course certificates or any other external means of communication. The DNV GL logo shall in that case no longer be displayed.

## SECTION 3 MANAGEMENT

### 3.1 Management system

Training providers delivering DNV GL certified learning programmes shall have a certified management system in accordance with an industry acknowledged standard, i.e. ISO 9001 or [DNVGL-ST-0029 Maritime training providers](#). Design, delivery and maintenance of learning programmes shall be part of the scope of management system certification.

In case of 'in-house' training centres, the training organisation shall be part of management reviews and internal audits. Training related operational procedures shall be in place.

### 3.2 Control of documents and records

The training provider shall establish and maintain documented procedures to control documents and records related to the requirements of this standard for the following areas:

- training development and design
- applicable standards and legislation regarding the content of the training
- instructor development and selection
- purchasing and sub-contracting
- identification and traceability of (training) documentation.

#### 3.2.1 Administration of learner certificates

The training provider shall have procedures for the administrative process of preparing certificates or records of completion for learners. The following shall be included, but is not limited to:

- controlling results from learner assessment
- preparing and distribution of certificates
- filing and maintenance of any records of competence.

#### 3.2.2 Certificate

Learning programme completion certificates issued by the training provider shall include the following information:

- learning programme title
- name of training location or operator (vessel's name for onboard learning)
- learner's name
- date of birth, if required by regulation or administration
- name and signature of instructor or training representative
- completion date of the learning programme
- a unique number corresponding to the training provider's records of certificates
- a statement that the learning programme conforms to the learning programme standard and other relevant international and regulatory requirements or guidelines (optional).

**Guidance note:**

In case of electronic certificates, digital signatures may be used.

Issuing of completion certificates is not a requirement. In-house training may be recorded in a competence or learning management system instead.

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### 3.2.3 Records and retention

The training provider shall have a documented procedure on how, where and how long training and assessment records are stored. The training provider shall ensure that a copy (paper or electronic) of all documentation related to the learning programme and assessments are filed for the validity period of an issued certificate plus 5 years.

## 3.3 Learning programme evaluation and review

### 3.3.1 Learner's evaluation

The training provider shall give learners the opportunity to provide anonymous feedback on topic relevance and instructor performance (form or online tool).

**Guidance note:**

The evaluation (form or online) could include questions/feedback on alignment of learning objectives vs. learner expectations, instructor performance, training methods, participant material, time issues etc.

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### 3.3.2 Review

The training provider shall review the learning programme and syllabi on a regular basis to verify that it continues to achieve the stated objectives and meets all requirements from applicable legal or industry standards regarding content and take measures when this not the case.

A description of how the learning programme will be evaluated and how the results are used shall be given.

During the review of a training course, the following documents shall be verified:

- summary of learner evaluation forms, learning programme evaluation and follow up actions
- description of changes, if any, including changes imposed by new international or national rules or requirements.

The reviews, follow-up and corrective action on any deficiencies found during the review shall be documented.

The reviews shall be carried out at least once a year.

## 3.4 Authentication of learner's identity

The training provider shall:

- have established adequate measures to authenticate and verify a learner's identity at various stages, including enrolment, learning programme participation and assessment
- keep a copy of the identification document in their files (if required by regulation or administration)
- report suspicious identity documents and/or circumstances to appropriate authorities
- have established adequate procedures for administration and record keeping related to identification of learners.

For e-learning/CBT, a measure to authenticate and verify learner's identity shall be provided for, controlled and administered from a centralized location.

**Guidance note:**

Verification and identification of learner's identity could be a STCW Certificate of Competence (with embedded photograph), passport or official photo identification cards.

The stringency of these measures may vary depending upon whether satisfactory completion of the course is necessary to meet a certification or licensing requirement or national requirements.

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## 3.5 Risk assessment

The training provider shall assess the risks related to the learning programme and its operational environment and undertake actions to minimize these risks. The training provider shall communicate the need for and use of safety equipment and provide them if needed. The participants shall be informed about any physical requirements or expectations.

## 3.6 Resources

### 3.6.1 Course developers

Any learning programme (instructor-led and CBT) shall be developed by a subject matter expert (SME) and competent course developers.

The requirements for the SME and course developer(s) shall be given.

### 3.6.2 Instructors

An instructor-led learning programme shall be conducted by competent instructors.

The competence requirements for the instructor(s) shall be given.

A list of instructors assigned to the learning programme with a description of their experience, background and qualifications shall be maintained to demonstrate that they have the foundation and capability to deliver training.

Instructors shall have experience in teaching and shall have attended a learning programme in instructional techniques. The ability to teach shall be determined by recognised licence, diploma or other evidence and during observations or interviews. In addition, the instructor shall have experience specific to the subject(s) being taught, also demonstrated by possession of a recognised licence, diploma or other form of evidence.

The training provider shall define and implement measures to ensure that all instructors assigned to a specific learning programme teach and assess in a consistent manner.

**Guidance note:**

This may be achieved e.g. by organising exchanges of experience for instructors and assessors or 'assessor calibration' exercises, where assessors are asked to assess the same written examination paper with subsequent analysis of differences.

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### 3.6.3 Assessors

The competence requirements for the assessor(s) shall be given.

A list of assessors with a description of their experience, background and qualifications to demonstrate they have the capability to perform assessment activities shall be maintained.

Assessors shall have at least the same content expertise as instructors. This shall be demonstrated by possession of a recognised licence, diploma or other form of evidence.

### 3.6.4 Staff performance

The training provider shall establish and maintain documented procedures for the assessment of:

- instructors (professional and teaching qualifications and performance)
- assessors (professional and assessment qualifications and performance).

## 3.7 Teaching facilities and equipment

### 3.7.1 Training location

A specification of all locations used for the learning programmes including the crucial characteristics of the facility/facilities shall be provided.

**Guidance note:**

Crucial elements are capacity of rooms and learning resources required to meet the demands described in the learning programme that can affect the learning outcomes (example: room plan and description, laboratory).

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### 3.7.2 Equipment

A description of the equipment that will be used during the learning programme shall be available. This includes all equipment to be used during hands-on training, practical exercises, testing and any simulators or software programmes. If technology is an element of the learning programme the technical specifications of hardware and software provided by the manufacturer shall be included.

The training provider shall provide safety equipment to learners which meet internationally accepted safety standards (if applicable).

### 3.7.3 E-learning specific requirements

A description of how a learning programme will be delivered utilizing e-learning, including all applicable system and other equipment requirements shall be provided. The training provider shall describe what provisions have been put in place for the technical operation and technical support of the e-learning programme. In addition the system requirements for the user to operate the programme should be specified as well as any security measures.

## SECTION 4 DEVELOPMENT AND DELIVERY

### 4.1 Scope and purpose

A description of requirements the learning programme is trying to meet shall be given.

The relevant statutory and regulatory requirements, industry standards, STCW training requirements or model courses that the learning programme shall fulfil shall be specified.

### 4.2 Learning objectives

A detailed and measurable description of what the learner shall be capable of doing upon completion of the learning programme/module shall be given.

Measurable learning objectives and performance criteria shall be defined using active verbs, to indicate the level of competence expected.

**Guidance note:**

Examples of measurable objectives, using action verbs:

*After the training the learner shall be able to:*

- *demonstrate entry of the 500 metre zone in accordance with company operating procedures*
- *perform a formal risk assessment*
- *perform a gas-freeing operation of a tank.*

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### 4.3 Entry standards

Prerequisite qualifications and experiences for a learner to attend the learning programme shall be defined.

**Guidance note:**

This may include, but is not limited to, entry level competence, previous courses, computer skills, language proficiency, mathematics skills, work experience etc.

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### 4.4 Target groups

A description of the target population factors that were considered in the design of the learning programme shall be given.

### 4.5 Class limitations

The maximum class size for classroom lessons and, if appropriate, for practical demonstrations or simulation programme lessons, along with the number of the learners per simulator shall be given.

### 4.6 Learner/instructor ratio and multiple instructor policy

The learner/instructor ratio for theoretical and practical sessions shall be given.

The training provider's policy for circumstances when more than one instructor is involved in delivering the learning programme shall be given.

### 4.7 Teaching aids

Copies of all materials used in the learning programme and a description of the relevance of teaching aids to the learning objectives shall be available, including a description of how and when they should be used.

This includes:

- Digital and analogue media, including (hyperlinks to) film, video, CD, DVD and electronic documents.
- Copies of all learner hand-outs, homework assignments, workbooks and a bibliography of the learner textbooks to be used. DNV GL may request copies of textbooks which will be returned after the learning programme has been evaluated.
- Reference documents and hyperlinks.

For e-learning:

- Access to the training programme for the various roles/levels, i.e. learner, administrator and tutor/ assessor.

## 4.8 Teaching methods

The documentation shall show how the different teaching methods such as lectures, buzz groups, group discussions, interactive sessions are used to obtain variation. The choice of different learning methods should be suitable for relevant learning objectives.

**Guidance note:**

The training methods should be chosen strategically. A higher level of learner involvement improves the quality of the learning outcomes.

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## 4.9 Learning programme schedule

An overview of all learning activities and learning sequences with topics, hours and breaks shall be available.

### 4.10 Lesson plans

Detailed lesson plans for the different modules in the learning programme shall be available, supported by transparent instructor guidance.

The lesson plans shall:

- support the instructor in the delivery
- contribute to making the course more consistent
- provide a clear course structure
- remind the instructor and trainees of the purpose of each session of the programme
- describe how to deliver each session and appropriate alternative strategies.
- provide other instructors with a detailed course plan for backup purposes
- act as a checklist.

#### 4.10.1 Modules

A description of each module of the learning programme shall be available.

Each learning module shall:

- have a lesson plan
- based on measurable learning objectives
- reach the defined goals during the delivery
- verify if learners have acquired the defined competence criteria for the module.

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## 4.10.2 For e-learning

A story board shall be available, providing the foundation and design criteria for the e-learning module.

## 4.11 Review after developing or revising a learning programme

After developing or revising a learning programme, a pilot course review shall be performed by the training provider to verify compliance between the documented programme and the programme as delivered. Corrective actions as a result of the pilot delivery shall be traceable.

**Guidance note:**

In case of certification of previously existing training courses, historic documentation illustrating the development and improvements of the learning programme can be used, based on previous reviews.

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## 4.12 Informal learning

(For pre-course training, self-study/homework, simulator and on-the-job training)

If informal learning is part of the competence development and assessment of a learning programme, the learning strategy of the informal learning and reporting shall be described.

A workbook/log showing how the informal learning is documented shall be submitted, including other tools used in the process.

The logs can be online or in paper and show how informal learning like attitude, skills and knowledge can be recorded and formalised.

The log shall be authorized by one or more signatures or protected by access-rights in case of a digital log.

## SECTION 5 ASSESSMENT OF PARTICIPANTS

### 5.1 Method of assessment

Assessment of learners is a critical part of any form of competence development to determine if the learning objectives and performance criteria are met and to meet customer expectations. An explanation shall be included of how the learners' performance will be evaluated throughout the learning programme. Methods of assessment should be appropriate to the specific learning objective(s). It should also cover surveillance during summative examinations, if applicable.

A distinction between self-assessment/progress monitoring during the learning programme (formative) and formal assessment (summative) should be recognised.

### 5.2 Written summative examinations

Copies of all written summative examinations, the grading procedure to be used, frequency of revision and passing scores shall be available.

Several versions of written summative exams shall be available, consisting of unique questions.

### 5.3 Practical and simulator examinations

Detailed descriptions of all practical or simulator examinations, tests, or exercises that describe the situation presented to the learner shall be available, including what the learners must do to successfully complete each test and how each learner's performance will be evaluated and recorded. A separate checklist shall be provided to evaluate each practical examination including simulator exercises and what is considered a passing score.

### 5.4 Interviews

Planned questions or other documentation to be used for structured assessment interviews shall be available.

### 5.5 Determination of final grade

A description of how final grades will be determined by proportioning and weighting component scores in the learning programme shall be established.

### 5.6 Re-test procedures

A training provider's policy on re-tests of failed examinations shall be defined.

### 5.7 Security

Invigilation of written and practical summative assessments and security of test material shall be managed. Reference shall be made to regulatory authority procedures where appropriate.



## APPENDIX A INFORMATIVE REFERENCES

The following references contain standards, methods, procedures or guidelines which may be of assistance in the process of having a training course certified:

- [DNVGL-ST-0029](#) *Maritime training providers*
- ISO 9001:2015 *Quality management systems – Requirements*

## APPENDIX B SELF ASSESSMENT CHECKLIST FOR TRAINING PROVIDERS

The following table is designed to assist in preparing for learning programme certification. In brief it lists the items that shall be checked during the certification process and which should be available or submitted. If management processes are defined in the management system these can be referenced. Further details can be found in the standard. References to relevant articles are given in column 3 (std. ref). All the items shall be ticked off before submitting a learning programme for certification.

#	Item	Std ref.	Description	Check	Reference to own documentation
General					
1	Company information		Name and type of course, details of the course operator (including contact person, address, phone, email and website address), training location(s). For e-learning: the company responsible for the e-learning program.		
Management					
2	Management system	[3.1]	A management system, covering training activities, is implemented and certified (copy certificate to be submitted).		
3	Control of documents and records	[3.2]	The process of controlling documents and records has been described and is managed.		
4	Administration of learner certificates	[3.2.1]	Procedures for the administrative process of preparing certificates or records of completion for learners are in place.		
5	Certificate	[3.2.2]	The learning programme completion certificate includes the details as described in the standard (copy to be submitted).		
6	Records and retention	[3.2.3]	A procedure on how, where and how long training records and records of assessments are stored is implemented.		
Learning programme evaluation and review					
7	Learners' evaluation	[3.3.1]	A process to collect anonymous learner feedback in relation to topic relevance and instructor(s) performance is implemented.		
8	Review of the learning programme	[3.3.2]	A process to review a learning programme and syllabi at least once a year is implemented.		
Authentication of learner's identity					
9	Authentication of learner's identity	[3.4]	A procedure to authenticate and verify a learner's identity has been implemented.		
10	Risk assessment	[3.5]	Risks related to the learning programme and the operational environment have been assessed and actions taken to minimize them.		

#	Item	Std ref.	Description	Check	Reference to own documentation
			Physical requirements for learners have been defined, if applicable.		
Resources					
11	Instructors,, course developers and assessors	[3.6.1]/ [3.6.3]	Competence requirements for course developer(s), instructor(s), and assessors are defined.		
			Measures to ensure that all instructors assigned to a specific learning programme teach and assess in a consistent manner are defined and implemented.		
			A list of instructors and assessors assigned to the learning programme, with a description of their experience, background and qualifications, is maintained.		
12	Staff performance	[3.6.4]	A procedure for the assessment of instructors and assessors has been documented and implemented.		
Teaching facilities and equipment					
13	Training location	[3.7.1]	A specification of all locations used for the training, including the crucial characteristics of the facility / facilities is maintained.		
14	Equipment	[3.7.2]	A description of the equipment that will be used during the training is submitted.		
Development and delivery					
15	Scope and purpose	[4.1]	The scope and purpose of the learning programme including relevant statutory and regulatory requirements is specified.		
16	Learning objectives	[4.2]	A detailed and measurable description of what the learner shall be capable of doing upon completion of the learning programme has been written (to be submitted). Action verbs are used to indicate the level of competence.		
17	Entry standards	[4.3]	Prerequisite qualifications and experiences for a learner to attend the learning programme have been defined.		
18	Target groups	[4.4]	A description of the target population factors considered in the design of the learning programme is given.		
19	Class limitations	[4.5]	The maximum class size for classroom lessons and practical demonstrations or simulation sessions, along with the number of the learners per simulator has been defined.		
20	Learner/ instructor ratio- multiple instructors	[4.6]	The learner/instructor ratio and the training provider's policy when more than one instructor is involved in delivering the learning programme has been defined.		

#	Item	Std ref.	Description	Check	Reference to own documentation
21	Teaching aids	[4.7]	All teaching aids used in the learning programme and a description of their relevance to the learning objectives are available, including a description of how and when they should be used.		
22	Teaching methods	[4.8]	The documentation shows the use of different teaching methods such as lectures, buzz groups, group discussions, interactive sessions etc.		
23	Learning programme schedule	[4.9]	A learning programme outline, with all learning activities, learning sequence, hours and breaks is submitted.		
24	Lesson plan	[4.10]	Detailed lesson plans for the different modules in the learning programme are submitted. (Lesson plans to provide details on how each session shall be delivered)		
25	Modules	[4.10.1]	Each module (if applicable) is described in detail, including objectives, lesson plan, duration, teaching methods and assessment.		
26	Review after pilot delivery of the training course	[4.11]	A pilot-course has been carried out as part of development phase or major revision. Results shall be traceable.		
27	Informal learning	[4.12]	The learning strategy of informal learning and reporting is described. Workbooks, logs or other tools used will be submitted, if applicable.		
<b>Assessment of participants</b>					
28	Method of assessment	[5.1]	An explanation is included of how the learners will be evaluated throughout the learning programme.		
29	Written examinations	[5.2]	Written summative examinations, the grading procedure to be used, frequency of revision and passing scores are available, if applicable. Several versions of written summative exams are available, consisting of unique questions.		
30	Practical demonstrations / assessments	[5.3]	Detailed descriptions and expectations exist for all practical or simulator examinations, tests and exercises. It has been defined what the learners must do to successfully complete each test and how each learner's performance will be evaluated and recorded.		
31	Interviews	[5.4]	Planned questions or other documentation to be used for structured assessment interviews are available, if applicable.		
32	Determination of final grade	[5.5]	A description of how final grades will be determined by proportioning and weighting component scores in the learning programme has been formulated.		

#	Item	Std ref.	Description	Check	Reference to own documentation
33	Re-test procedures	[5.6]	A policy on re-tests of failed examinations has been defined.		
34	Security	[5.7]	Procedures are in place related to invigilation of written and practical summative assessments and security of test material.		
E-learning specific addition					
35	Delivery	[3.7]	A description of how an e-learning programme will be delivered, including all applicable system and other equipment requirements shall be submitted.		
36	Access	[4.7]	For e-learning: Access to the training programme for roles/levels, i.e. learner, administrator and tutor/assessor.		
37	Story board	[4.10]	For e-learning, a story board shall be submitted forming the basis for the programme.		

## CHANGES – HISTORIC

### April 2015 edition

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### Changes April 2015

#### Main changes

- General

- The standard has been completely rebranded and restructured.

- Sec.1 Application

- A new subsection [1.3] *Background* has been added.
- A new subsection [1.5] *Terms and definitions* based on the previous App.A has been added.

- Sec.2 Certification

- [2.1.1]: The criteria for initial review have been re-written. Document review has been re-introduced in the initial review prior to an onsite visit.
- [2.1.2]: The annual review part has been rewritten to clarify how this is carried out.

- Sec.3 Management

- Management aspects have been collected under this section and removed from the previous self-assessment checklist.
- [3.2]: Control of documents and records has been re-introduced. Even though a management system is required it happens that document control in course documentation is not properly done. This now provides a foundation for a non-conformity.
- [3.5]: Risk assessment has been introduced because of the importance for a training provider to conduct one and determine measures to reduce risks related to the delivery of courses.
- [3.6.1]: Requirement to have or provide a list of trainers / course developers and background description has been added.
- [3.7.3]: The requirement for training providers to provide safety equipment and to communicate safety and physical requirements has been added.

- Sec.4 Development and delivery

- [4.11]: Review after the first delivery of a course / pilot course has been re-introduced.

- Sec.5 Assessment of participants

- [5.2]: The requirement for having different versions of a written exam, containing unique questions has been introduced to avoid the '1 test-only' approach.

- App.B Self assessment checklist for training providers

- Self-assessment checklist has been rewritten into a checklist instead of containing most of the standard. A column with references to relevant articles has been added.

### **About DNV GL**

DNV GL is a global quality assurance and risk management company. Driven by our purpose of safeguarding life, property and the environment, we enable our customers to advance the safety and sustainability of their business. We provide classification, technical assurance, software and independent expert advisory services to the maritime, oil & gas, power and renewables industries. We also provide certification, supply chain and data management services to customers across a wide range of industries. Operating in more than 100 countries, our experts are dedicated to helping customers make the world safer, smarter and greener.

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