SEAFARERS TRAINING CENTER INC

TRAINING COURSE FOR INSTRUCTORS

IN ACCORDANCE TO INTERNATIONAL CONVENTION ON STANDARDS OF TRAINING, CERTIFICATION AND WATCHKEEPING FOR SEAFARERS (STCW), 1978, AS AMENDED

SCOPE

This course is designed to facilitate the delivery of training in the competence standards required by the IMO Convention on Standards of Training, Certification for Seafarers, 1978, as amended. 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.

OBJECTIVE

After learning the course, the trainees should be able to meet the requirements as specified in sections A-I/6, A-I/8 and guidance contained in section B-I/6, B-I/8 of the STCW Code, it includes the planning and preparation of effective teaching and instruction, the selection of appropriate methods of instruction and teaching materials, and the evaluation of the teaching and learning process.

ENTRY STANDARDS

Trainees 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. This model course assumes that the trainees are appropriately qualified in the technical aspects of their subjects. It would also be useful if at least some of the group of trainees have had some experience of training others and can appraise and/or demonstrate basic teaching skills.

COURSE CERTIFICATE

If the course includes and appropriate assessment of the trainee instructor's ability to act as an instructor, a certificate or document may be issued to indicate that the holder has successfully completed a course of training instructors.

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-instructor ratio may be up to 24 to 1 for classroom lectures. When smaller work groups are stablished, groups of four trainees are recommended.

STAFF REQUIREMENTS

The course should normally be conducted by experienced instructors with background knowledge of the shipping industry and experience of maritime education and training. It is recommended that at least one member of staff should have undergone pedagogic training.

TEACHING FACILITIES AND EQUIPMENT

Ordinary classroom facilities and an overhead projector.

BIBLIOGRAPHY

- STCW Convention 78', as amended
- https://www.tonybates.ca/2016/02/22/building-an-effective-learning-environment/
- https://www.cambridgeinternational.org/Images/271311-evaluating-teaching.pdf
- http://www.ped.muni.cz/cphpjournal/520132/06.pdf

TIMETABLE
COURSE OUTLINE

Couse Outline	Hours	
Subject Area	**Lectures**	**Activities**
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. 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**
3. Training aids 3.1 Demonstrate the use of a range of teaching aids 3.2 Select the appropriate teaching aids	**3**	**9**
4. Using teaching activities effectively 4.1 Demonstrate a range of teaching activities appropriate to trainee needs 4.2 Orient teaching activities to context and trainee needs	**6**	**10**
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**
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**
7. Course design 7.1 Recognize factors to be considered when designing a learning programme 7.2 Develop a new course	**2**	**2**
8. Evaluation		
Practical		**1**
Theoretical	**1**	
Sub -Total	**24**	**36**
Total	**60**	

COURSE TIMETABLE

Period (2.0 hours)	Day 1	Day 2	Day 3	Day 4	Day 5
1st	Course Introduction 1. Overview of STCW Convention and Code and requirements for competence based training	2. Planning an effective learning environment (cont.)	3. Training aids (cont.)	4. Using teaching activities effectively (cont.)	4. Using teaching activities effectively (cont.)
2nd	2. Planning an effective learning environment	2. Planning an effective learning environment (cont.) 3. Training aids	3. Training aids (cont.)	4. Using teaching activities effectively (cont.)	4. Using teaching activities effectively (cont.)
MEAL BREAK					
3rd	2. Planning an effective learning environment (cont.)	3. Training aids (cont.)	3. Training aids (cont.)	4. Using teaching activities effectively (cont.)	4. Using teaching activities effectively (cont.)
4th	2. Planning an effective learning environment (cont.)	3. Training aids (cont.)	3. Training aids (cont.) 4. Using teaching activities effectively	4. Using teaching activities effectively (cont.)	4. Using teaching activities effectively (cont.) 5. Producing a subject-related lesson plan

Period (2.0 hours)	Day 6	Day 7	Day 8
1st	5. Producing a subject-related lesson plan (cont.)	6. Evaluating teaching and learning	7. Course design (cont.) 8. Evaluation
2nd	5. Producing a subject-related lesson plan (cont.)	6. Evaluating teaching and learning (cont.)	8. Evaluation (cont.)
MEAL BREAK			
3rd	5. Producing a subject-related lesson plan (cont.)	6. Evaluating teaching and learning (cont.) 7. Course design	
4th	5. Producing a subject-related lesson plan (cont.)	7. Course design (cont.)	

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

The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978 sets qualification standards for masters, officers and watch personnel on seagoing merchant ships. STCW was adopted in 1978 by conference at the International Maritime Organization (IMO) in London, and entered into force in 1984. The Convention was significantly amended in 1995.

The 1978 STCW Convention was the first to establish basic requirements on training, certification and watchkeeping for seafarers on an international level. Previously the standards of training, certification and watchkeeping of officers and ratings were established by individual governments, usually without reference to practices in other countries. As a result, standards and procedures varied widely, even though shipping is extremely international by nature.

The Convention prescribes minimum standards relating to training, certification and watchkeeping for seafarers which countries are obliged to meet or exceed.

The Convention did not deal with manning levels: IMO provisions in this area are covered by regulation 14 of Chapter V of the International Convention for the Safety of Life at Sea (SOLAS), 1974, whose requirements are backed up by resolution A.890(21) Principles of safe manning, adopted by the IMO Assembly in 1999, which replaced an earlier resolution A.481(XII) adopted in 1981.

One especially important feature of the Convention is that it applies to ships of non-party States when visiting ports of States which are Parties to the Convention. Article X requires Parties to apply the control measures to ships of all flags to the extent necessary to ensure that no more favourable treatment is given to ships entitled to fly the flag of a State which is not a Party than is given to ships entitled to fly the flag of a State that is a Party.

The difficulties which could arise for ships of States which are not Parties to the Convention is one reason why the Convention has received such wide acceptance. By 2014, the STCW Convention had 158 Parties, representing 98.8 per cent of world shipping tonnage.

On 7 July 1995 the IMO adopted a comprehensive revision of STCW. It also included a proposal to develop a new STCW Code, which would contain the technical details associated with provisions of the Convention. The amendments entered force on 1 February 1997. Full implementation was required by 1 February 2002.

Mariners already holding certification had the option to renew the certificates in accordance with the old rules of the 1978 Convention during the period ending on 1 February 2002. Mariners entering training programs after 1 August 1998 are required to meet the competency standards of the new 1995 Amendments.
The most significant amendments concerned:

- enhancement of port state control;
- communication of information to IMO to allow for mutual oversight and consistency in application of standards,

- quality standards systems (QSS), oversight of training, assessment, and certification procedures,
    - The Amendments require that seafarers be provided

The IMO Convention on Standards of Training Certification and Watchkeeping of Seafarers adopted a new set of amendments in Manila in 2010 called "The Manila Amendments". These amendments were necessary to keep training standards in line with new technological and operational requirements that require new shipboard competencies. The Manila Amendments were effective as of 1 January 2012. There is a transition period until 2017 when all seafarers must be certified and trained according to the new standards. Implementation is progressive, every year a modified set of requirements comes into force. The most significant amendments are:

- New rest hours for seafarers
- New grades of certificates of competency for able seafarers in both deck and engine
- New and updated training, refreshing requirements
- Mandatory security training
- Additional medical standards
- Specific Alcohol limits in blood or breath.

On 7 July 1995, the International Convention on Standards of Training, Certification and Watchkeeping for Fishing Vessel Personnel was adopted as a separate treaty as part of the comprehensive revisions to STCW. It applies the principles of STCW to fishing vessels from ratifying states that are 24 meters in length and above. STCW-F came into force on 29 September 2012.

The STCW Convention contains basic requirements that are expanded on and explained in the Code. The current revision of STCW Convention, which includes the 2010 Manila amendments, is composed of 17 Articles and 18 Resolutions, specifically Resolutions 1 and 3 through 19.

Code - Part A: Mandatory standards regarding provisions of the annex to the STCW Convention Part A of the Code, which includes Resolution 2, is mandatory. This part provides the minimum standards of competence required for seagoing personnel. Details are included in aeries of tables. This part of the Code is divided into chapters, and the chapters are divided into regulations as detailed below.

Code – Part B: Recommended guidance regarding provisions of the STCW Convention and its annex Part B of the Code contains recommended guidance, and is intended to clarify and help implement the Convention. It is structured similarly to Part A and, for ease of use, the numbering corresponds to the numbering in Part A.

1.2. Understand STCW Convention and Code requirements for competence-based training

Competence-Based Training focuses on skills and competence. Particular importance is placed on the way in which competence in newly learned skills is demonstrated and assessed. This can pose a challenge to the more traditional approaches of teaching and learning which are still common in many maritime education institutions. Emphasis must be on what seafarers need to be able to do, courses should be practical in nature, activity based, student centered

whereby students take greater responsibility for their own learning, and with assessment based around the demonstration of newly acquired skills.

Competence-Based Training recognizes that skills may be acquired in different ways over different lengths of time. In some countries workplace learning is integrated into the national education system. This is achieved using national training packages, trained assessors in the workplace and formal processes to recognize workplace learning when students undertake campus based learning. This approach has caused education institutions to re-evaluate how courses are structured and assessed so that the flexibility of CBT can be maximized for students.

Recognition of prior learning is a key point of CBT. It is predicated on the simple concept that once competence has been demonstrated and assessed that skill has been learned. This implies that assessors are competent to assess ie trained and experienced, and assessment techniques are valid and reliable ie the assessment tests what is purports to test and that test results are consistent over time.

In an educational sense CBT concepts are not new in that they emphasize what the student should be able to do on completion of a learning process, how students should be assessed to demonstrate that learning has occurred, and what standard should use to determine competence. These simple educational concepts also underpin STCW 95 however, much of the evidence to date seems to indicate that both attitudes and systems are still relatively inflexible. This can be interpreted to mean that full implementation of STCW 95/CBT concepts into seafarer education is still some way off.

Standard of competence

This term refers to the minimum knowledge, understanding and proficiency that seafarers must demonstrate to gain certification. The tables contained in part A of the STCW Code specify the standards of competence to be achieved by the seafarer. The thinking behind dividing all duties on board into competencies, functions, and levels of responsibility is that certificates should be awarded on the basis of the specific duties the seafarer carries out on-board rather than on ship departmental divisions (deck/engine).

Officers serving on any type of ship who are designated with safety and pollution prevention responsibilities in the operation of the ship need basic safety training. Such training must cover personal survival techniques, basic fire prevention and fire fighting, elementary first aid, and personal and social responsibilities. This requirement applies to practically all officers serving on merchant ships. Cadets assigned with these duties also need to complete basic safety training before going to sea. Basic safety training should be documented as having taken place within five years of the officers being assigned to safety and pollution prevention duties.

You need to complete an approved training course or provide evidence that you have achieved the required standards of competence within the previous five years (by participating in drills and exercises, for example, or assessment by a qualified assessor). It is advisable that you do hold some form of documentary evidence to show that you have achieved competence in these functions within the previous five years (this may be in the form of record of drills or letters from a training center).

Simulator training

The only mandatory simulator training under STCW has been that relating to the use of radar and ARPA. The 2010-amended STCW also makes use of simulators for training in electronic chart display and information systems (ECDIS) a mandatory requirement during training. In these specific cases, simulators are the only accepted methods of demonstrating competence. In all other instances, approved simulator training and assessment is not mandatory, being just one of the methods accepted by the convention for training and demonstrating competence. (The use of other methods such as in-service experience or training ship experience are equally acceptable.) This category of optional simulator training and assessment covers navigation and ship handling, cargo handling, GMDSS communication, propulsion and auxiliary machinery.

Simulators need to comply with prescribed standards. This does not imply that all simulators need to be highly expensive and complex electronic artefacts. Although certain simulators, such as radar or ARPA, do fall under this category, other tasks can be taught and assessed using more basic simulators. For example, ship models are widely used for providing training in ship stability and for assessment purposes, and even an orange, when used for teaching injection techniques in first aid training, can be considered as a simulator. Instructors and assessors engaged in simulator-based training need to be properly qualified in the use of such equipment.

On-board training and assessment

The STCW Convention lays great emphasis on practical competence. Therefore an important part of any STCW training programme is to put into practice what you have learned from books or with an instructor in a classroom. For some

specific skills this is best done at approved training establishments in purpose-built installations ashore (fire fighting courses, for example). However, to gain certain other competencies the best way is to practice them at sea under the supervision of a person with appropriate training and experience. This is why it is extremely important that experienced seafarers take every opportunity to train less experienced seafarers. This is the best way of passing on knowledge to new generations of seafarers.

Any training that is carried out on-board, as part of an approved training programme, must be recorded in a training record book. This book is approved by the administration issuing the certificate and lists the specific tasks that should be completed by the student while he/she is at sea in order to demonstrate that competency has been achieved. All trainees must document their on-board training in a training record book.

The tasks assigned in this book should be completed by the candidate under the supervision of a training supervisor on board. This will normally be a designated officer. The training supervisor will inspect the progress made by the student and sign the book accordingly. Training record books should also be checked regularly by the master.

On completion of all the tasks contained in the record book, this is submitted to examiners from the administration or from training establishments. They will inspect it as part of the evidence to demonstrate that the candidate has achieved the standard of competence in order to qualify for an STCW certificate.

Training and assessment, both on-board and ashore, should always be conducted by instructors and assessors qualified in the tasks that are being taught. The training programme must be approved by the maritime administration issuing the certificate.

2. Planning an effective learning environment

2.1. Identify the factors which influence the teaching and learning process

Some qualities of a great instructor are:

- **An Engaging Personality and Teaching Style.** A great instructor is very engaging and holds the attention of students in all discussions.
- **Clear Objectives for Lessons.** A great instructor establishes clear objectives for each lesson and works to meet those specific objectives during each class.
- **Effective Discipline Skills.** A great instructor has effective discipline skills and can promote positive behaviors and change in the classroom.
- **Good Classroom Management Skills.** A great instructor has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.
- **Knowledge of Subject Matter.** A great instructor has incredible knowledge of the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the trainees.

Some qualities of a great trainee are:

- **Self-efficacy.** Closely related to self-confidence, self-efficacy is an individual's belief that they will be able to learn and perform a task. Many studies point to self-efficacy as an overriding force in training transfer.

"You can do it" messages in the registration email and early course slides, as well as success stories from previous participants, can boost learners' self-confidence.

- **Belief in usefulness.** Workplace learners need to see how they will be able to use what they learn. E-learning and live virtual developers should avoid pressure from subject matter experts to include nice-to-know content and verify with target population representatives which content is need-to-know.
- **Openness to experience.** Trainees who are open to new experiences are better able to capitalize on learning successes, to acquire skills faster, and to transfer the new skills to their jobs. Training courses can set the stage and encourage learners to open their minds as they experience the training.
- **Career Link.** Learners who have career plans that they regularly consult and update, and learners who see a link between specific training and their career plans, are more likely to apply their learning to their job performance.
- **Commitment to the organization.** There is a relationship between identification with workplace groups and the desire to gain and use new work-related knowledge. Trainees, who have a strong commitment to their organization, or to their team or work unit, are more likely to use in their jobs what they have learned in their training. A popular term closely associated with this is employee engagement.
- **Knowing how to learn.** Trainees, who have metacognitive skills such as how to focus, self-regulate, and take tests effectively, are better able to learn and transfer technology-assisted training. These types of skills are helpful for participants in face-to-face learning environments too, but due

to the increased isolation – physical and psychological – of e-learning and live virtual training, metacognitive skills play a larger role in participants' ability to transfer their learning.

- **Attitude.** Learners with positive mental emotional states – or at least the absence of negative mental emotional states – are more likely to transfer their training. Whether in regard to the training itself, or a general life attitude, positive attitudes support better transfer.
- **Motivation.** Internal and external trainee motivation before, during, and after training plays a key role in transfer of training to the job. Internal motivation to learn and use the training may help propel the trainee toward learning and use but will likely falter without support from the environment. Motivation to learn and use the learning also affects and is affected by openness to experience and links to career progress.

Factor Affecting Teaching

There are a number of factors that can affect how effective you are as a teacher and how successful your students are in mastering subjects. When evaluating your performance as a teacher, as well as other influences that affect your classroom, such as student behavior, it is important to track how well the changes you make improve performance over time.

- **Appropriate Training.** Having the appropriate training to teach a specific subject is an important factor in being able to teach that class effectively. For teaching in the public school system, teachers should have taken courses in the subjects they wish to teach. For teaching college level courses, a PhD in the discipline or a related field is normally required, although community colleges accept a master's degree and some universities allow someone with a master's to teach while pursuing a PhD.

- **Clear and Concise.** Good communication skills are a must in order to effectively teach, whether you teach middle school or are a college instructor. You must be able to project in a clear way. If students can't keep up with you or have a hard time hearing you, they may also have a hard time understanding the ideas or concepts they need to master to do well on exams and other assignments.
- **Learning Environment.** Schools that offer students a positive learning environment, including the use technology in the classroom and a quality library, give students an edge in mastering math, English, science and other subjects. Up-to-date textbooks and other materials to use during lectures and other teacher presentations are also important.
- **Innovative Teachers.** Teachers who are good at sparking the imagination of students through hands-on learning activities or other creative approaches draw students into the joy of learning. These students no longer see new ideas as something to dread. Educators like Jaime Escalante, a math teacher portrayed in the movie "Stand and Deliver," show that regardless of the economic disadvantages of many students and school districts, a teacher who uses a creative approach can make a difference.
- **Student Behavior.** Managing student behavior and maintaining discipline in your classroom is vital to creating a learning environment where each student feels he can share his thoughts and ideas with you and with his peers. It also helps you stay on track in presenting materials on schedule. This enables you to fulfill the required curriculum for that academic year, semester or quarter.

2.2. Establish an effective learning environment

Effective Communication Practices

It's no secret that good leaders are also good communicators. And the best leaders have learned that effective communication is as much about authenticity as the words they speak and write.

Here are 5 essential communication practices of effective leaders.

- **Mind the *say-do* gap.** This is all about trust, which is the bedrock of effective leadership. Your behavior is your single greatest mode of communication, and it must be congruent with what you say. If your actions don't align with your words, there's trouble. And it can turn into *big trouble* if not corrected swiftly and genuinely. Since it's often difficult to see the say-do gap in yourself, rely on a few trusted colleagues to tell it to you straight and flag discrepancies. Rule of thumb: it's better to say nothing or delay your communication until you're certain that your actions will ring true.
- **Make the complex simple.** Your employees and customers are being bombarded 24/7 by information, making it hard for them to hear you. Simplicity has never been more powerful or necessary. Effective leaders distill complex thoughts and strategies into simple, memorable terms that colleagues and customers can grasp and act upon. If you're having trouble distilling something to its essence, it may be that you don't understand it. So get clear and look out for technical jargon and business speak, which add complexity. *Say what you mean* in as few words as possible.
- **Find your own voice.** Use language that's distinctly your own. Let your values come through in your communication. Often, executives will opt for

the sanitized "corporate voice" instead of their own because they think the former is more eloquent; more appropriate. This is not to say that correct grammar and use of language aren't important -- strong leaders know how to string a sentence together. But don't fixate on eloquence; concentrate on being distinct and real. People want real. People respect real. People follow real. Don't disguise who you are. Be genuine, and people will respect you for it.

- **Be visible.** Visibility is about letting your key stakeholders get a feel for who you are and what you care about. It's easy to hide behind a computer and transmit messages to others without seeing or interacting with them. Although e-communication serves a valuable purpose, it is no substitute for face-to-face and voice-to-voice communication. In today's environment, people are often burned out and need to feel a personal connection to you and the work that you believe in. Do a "calendar test" to make sure you're allocating time regularly to be out on the floor, in the factory, in the call center, in the lab, in the store. Show your people that you're engaged and care about them and their work.
- **Listen with your eyes as well as your ears.** Stop, look and listen. Remember that effective communication is two-way. Good leaders know how to ask good questions, and then listen with both their eyes and ears. It's easy to be so focused on getting your message out -- or persuading others -- that you don't tune in to what you see and hear. Because you're in a position of authority, the stakes are even higher because you won't always get direct feedback. You need to read between the lines. Listen and hear what is coming back at you. Look for the nonverbal cues. Sometimes a person's body language will tell you everything you need to know.

Individual learning

Individual learning is training that is individualized to take into consideration the differences between learners. It is most appropriately used in a one-to-one situation, such as training successors or team members in the workplace. Unlike facilitated learning where the trainer takes a more passive role, with individual learning the trainer needs to consider and cater for the needs of individual participants for example:

- Rates of learning and learning style
- Attitude
- Maturity
- Interests which effect the level of learning
- Motivation
- Learning environment

It doesn't necessarily mean learners are at home — they can be in a classroom and still work through things at their own pace.

The main types of individual learning are:

- Distance learning
- Resource-based learning
- Computer-based training
- Directed private study

The advantages are:

- Many learner differences can be taken into account
- Learners can work at their own pace at the time most convenient to them
- Different learning styles can be accommodated
- It is cost-effective for large number of learners
- Learners are more in control of how and what they learn

- It is active not passive learning

There are some disadvantages:

- There is a long lead time to prepare materials
- Learner motivation can be hard to maintain
- The trainer's role needs to change

This kind of training is probably most appropriate when the trainer is providing on-the-job training for one or a small number of colleagues. It is a good idea to link the training to practical exercises based on the working need — for example, planning a record survey, drawing up appraisal guidelines etc. It can also be very effective to provide this kind of training as a follow-up to face-to-face training.

Group Learning

Students grouped together working on usually one project. The group mostly consists of a fast learner, a student with learning difficulties, and two average students (sometimes more).

It Benefit

More likely it would benefit students with learning difficulties, but it could hinder a high achiever because that student will be forced to learn at a slower pace. Group learning encourages peer dependence, especially by the students with learning difficulties, because they become dependent on others to do their work for them, which could become a serious problem for the students with learning difficulties in the future. High achievers are often placed in a responsible teaching position for getting low achievers to the end of the project,

this should be the teachers job not the job of another student. There is nothing wrong with students helping each other but some of these group learning projects are taken to the extreme with possible dangerous results of students with learning difficulties being reliant upon others all the time.

Classroom Environment

As an instructor, the way you organize your classroom is extremely important. Whenever you decorate or organize your classroom, keep in mind how you can develop your classroom environment to provide quality learning.

Student Benefits

The prime benefits of a well-organized classroom will accrue to your trainees. Your organization and procedures (or lack thereof) are, after all, ever-present reminders to the trainee of how to behave, how to conduct their business, and how best to be effective without discord in a group. Respect for others, consideration, efficiency, pride of accomplishment, security in knowing what, how, when, and where to do something—all these positive elements are the hallmarks and characteristics of trainee who learn in well-organized classrooms.

Teacher Benefits

Aside from the benefits to trainees, good organization brings powerful help to the instructor. In fact, it can be truthfully said that the first “aide” any instructor has is his or her ability to organize the classroom well.

The immediate benefits of a well-organized classroom to the instructor are clear—less wasted time and therefore more efficiency. Not so immediately apparent, perhaps, are the following very significant elements:

- reduced teacher fatigue
- improved student-teacher relations
- improved parent-teacher relations
- increased job satisfaction
- increased enthusiasm for professional growth
- increased student academic progress
-

Here are three important points to remember when organizing your classroom:

- Create a positive and safe environment for your students.
- Create an environment that will maximize learning.
- Create an environment that will minimize the frequency of behavior problems.

3. Training aids

3.1. Demonstrate the use of a range of teaching aids

Some Teaching Aids Uses:

Flip charts are large sheets of paper, usually positioned on a tripod, to be used with thick and differently coloured marking pens. They are a simple tool that may seem “old school”, but they have many advantages when making presentations.

First, they provide a useful way of interacting with your audience: Not only can you present your own ideas and results on flip charts, but you can also use them to immediately record input, feedback and ideas from your audience.

Besides presenting information, a flip chart provides an excellent means of engaging intended users in discussions – for example about results from an

evaluation. They can be used when presenting a draft report to encourage discussion of revisions needed, or discussion on actions to take. The paper pads can then be pre-filled with information on a given topic. During the presentation, empty sheets can then be filled in to capture information from brainstorming and feedback sessions. Flip charts can also be used to help stimulate group analysis of data when writing or improving a draft report, for coming up with lists, for example of lessons learned, or for drawing up other kinds of publications based on evaluation findings.

Flip charts, like chalkboards and whiteboards, allow for a certain amount of spontaneity. They are appealing for drawing out concepts to enable better understanding and to get input directly from a group. A variation on this option is to ask people to fill in cards or large “post-it” stickers, and to stick them onto different flip chart sheets during a brainstorm session. These cards can be used to stimulate more discussion and can be easily moved around between sheets if necessary. The sheets can also be hung up on the wall in a meeting or workshop room, to show ongoing developments in the discussions and to encourage additional comments. Later, when the meeting is over, you can remove the sheets and copy the information into a digitized format.

Overhead Projectors

Teachers trying to use more modern ways to communicate information and develop understanding might not consider overhead projectors as their first choice. When overused, they bore students and lose their efficacy. However, they can still prove extremely beneficial when used appropriately.

Considerations

An overhead needs an appropriate space in the classroom. Ideally, it should sit near an outlet and have an extension cord if necessary (one that won't trip students by lying across a walkway). The projector should sit in the front of the room on a flat surface; classroom desks that have an angle are often problematic unless you can use books to prop the machine up.

Significance

Writing on transparencies and using an overhead projector to share them with the class helps facilitate group discussion easily. Groups in the class can also quickly record their work and conversations to share with the rest of the class. Such strategies particularly benefit students who respond to visual learning cues.

Benefits

Although overhead projectors seem outdated in more technologically advanced classrooms, they provide a valuable back-up if the Internet or another technological tool fails to work, and the teacher needs to share visuals with the whole class. Teachers can keep salient information on a transparency to continue with an alternate lesson.

Expert Insight

Deaf or hard-of-hearing students benefit from overhead projectors used to display visual aids to the lesson or discussion. Although teachers need to remember to dim the lights to make the image visible, a deaf student may also need to see her classroom translator in conjunction with the images on the projector.

Teaching with model

A model is a representation of an idea, object, event, process or system.

Models and modelling play a crucial role in science practice. One justification for their inclusion in science teaching is that they contribute to an 'authentic' science education, where teaching reflects the nature of science as much as possible.

Learning challenges when using models

Models are human inventions, based on an incomplete understanding of how nature works. Models concentrate attention on specific aspects by using something that is familiar as a simile to explain or describe something that is not familiar.

Consequently, most models are limited or 'wrong' in some key aspect. This can create learning problems if students take a different meaning from the model than that intended by the teacher.

Electronic Slides

A slide is a single page of a presentation. Collectively, a group of slides may be known as a slide deck. A slide show is an exposition of a series of slides or images in an electronic device or in a projection screen.

Before the advent of the personal computer, a presentation slide could be a 35 mm slide viewed with a slide projector or a transparency viewed with an overhead projector.

In the digital age, a slide most commonly refers to a single page developed using a presentation program such as Microsoft PowerPoint, Apple Keynote, Apache OpenOffice or LibreOffice.

Lecture notes in slide format are referred to as lecture slides, frequently downloadable by students in .ppt or .pdf format.

White or black board

White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. Use them to clarify your title or to record your key points as you introduce your presentation (this will give you a fixed list to help you recap as you go along). Rather than expecting the audience to follow your spoken description of an experiment or process, write each stage on the board, including any complex terminology or precise references to help your

audience take accurate notes. However, once you have written something on the board you will either have to leave it there or rub it off - both can be distracting to your audience. Check to make sure your audience has taken down a reference before rubbing it off - there is nothing more frustrating than not being given enough time! Avoid leaving out of date material from an earlier point of your presentation on the board as this might confuse your audience. If you do need to write 'live', check that your audience can read your writing.

Paper handouts

Handouts are incredibly useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and your audience may have taken too many unnecessary notes. Given out in the middle and your audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

Video (DVD or VHS)

Video gives you a chance to show stimulating visual information. Use video to bring movement, pictures and sound into your presentation. Always make sure that the clip is directly relevant to your content. Tell your audience what to look for. Avoid showing any more film than you need.

Artefacts or props

Sometimes it can be very useful to use artefacts or props when making a presentation (think of the safety routine on an aeroplane when the steward shows you how to use the safety equipment). If you bring an artefact with you, make sure that the object can be seen and be prepared to pass it round a small group or move to different areas of a large room to help your audience view it in detail. Remember that this will take time and that when an audience is immersed in looking at an object, they will find it hard to listen to your talk. Conceal large props until you need them; they might distract your audience's attention.

3.2. Select the appropriate teaching aids

Teaching aids, properly chosen and skillfully presented, should provide a variety of instructional methods and enhance the amount of actual learning which occurs. In order to help the teacher choose the best teaching aid for a given instructional task, a systems approach to media selection is outlined, and a checklist of questions is presented to aid in decision-making. Having made a decision based on instructional goals and available resources, the teacher may then turn to in-depth discussions of various media. Several presentation methods for still media, from chalkboard to the use of polaroid techniques with projection equipment, are considered, along with the limitations and advantages of each.

4. Using teaching activities affectively

4.1. Demonstrate a range of teaching activities appropriate to trainee needs

Deliver Teaching Sessions using:

Questions and Answers

When you prepare for class, office hours, and help sessions, compose specific questions that you will ask your students (or that you anticipate they will ask you). Doing so will help you increase student participation and encourage active learning. The strategies below will also help you formulate questions for exams and paper assignments.

Active learning extends beyond the classroom. When you ask questions in the classroom, you are modeling a process that students can and should use themselves; encourage your students to use the following questioning strategies to assess what they have learned, to develop their thinking skills, and to study for exams.

Lectures

The lecture can be an immensely effective tool in the classroom, allowing an instructor to provide an overarching theme that organizes material in an illuminating and interesting way. The instructor must take care, however, to shape the lecture for the specific audience of students who will hear it and to encourage those students to take an active and immediate part in learning the material. It is essential to see lectures as a means of helping students learn to think about the key concepts of a particular subject, rather than primarily as a means of transferring knowledge from instructor to student.

Role Play

Role-playing exercises can be hard work for the instructor, both in preparation and in execution, but the work tends to pay off in terms of student motivation

and accomplishment. As with any big project, it's best to take it one step at a time:

1. Define Objectives
2. Choose Context & Roles
3. Introducing the Exercise
4. Student Preparation/Research
5. The Role-Play
6. Concluding Discussion
7. Assessment

Fortunately, much of the work of preparation, once done, can be distributed to other educators. Many well-developed role-playing exercises are available on the scenario pages, organized by topic or by type.

Case Study

The case study teaching method is a highly adaptable style of teaching that involves problem-based learning and promotes the development of analytical skills. By presenting content in the format of a narrative accompanied by questions and activities that promote group discussion and solving of complex problems, case studies facilitate development of the higher levels of Bloom's taxonomy of cognitive learning; moving beyond recall of knowledge to analysis, evaluation, and application. Similarly, case studies facilitate interdisciplinary learning and can be used to highlight connections between specific academic topics and real-world societal issues and applications. This has been reported to increase student motivation to participate in class activities, which promotes learning and increases performance on assessments. For these reasons, case-based teaching has been widely used in business and medical education for

many years. Although case studies were considered a novel method of science education just 20 years ago, the case study teaching method has gained popularity in recent years among an array of scientific disciplines such as biology, chemistry, nursing, and psychology.

Brainstorming

Brainstorming is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. All too often, a child with special learning needs will say they don't know. However, with the technique of brainstorming, the child says what comes to mind as it relates to the topic.

Brainstorming promotes success for students with special needs as there is no one right answer.

Let's say that the brainstorm topic is Weather, the students would state whatever comes to mind, which would most likely include words like rain, hot, cold, temperature, seasons, mild, cloudy, stormy etc. Brainstorming is also a terrific idea to do for bell work (when you have just 5-10 minutes to fill just prior to the bell).

4.2. Orient teaching activities to context and trainee needs

It is important that teaching methods meet the needs of all learners, as a teacher you are required to recognize that your learners have a range of individual learning needs. During my teaching practice when planning my

lessons I have taken into consideration the individual learning needs of my learners. For example I have a learner who has dyspraxia and as a result finds it difficult to process large quantities of information and I also have learners for whom English is not their first language. In addition to these special needs I have learners of varying abilities who learn in different ways. For example using the VARK learning styles of visual, auditory, read/write and kinaesthetic to meet the needs of all learners. In Geoff Petty 2002, Teaching Today he quotes ' We need to use more right brain, that is holistic, non-verbal strategies. Not just for learners with right-brain or visual preferences, but also because all students have a right brain and all students' process new learning on both sides of the brain at the same time.'

5. Producing a subject-related lesson plan

5.1. Recognize appropriate learning outcomes for a lesson

Learning outcomes are important because they help law student-instructors organize the overall course and plan the individual activities and assignments that enable the outcomes to be accomplished. Plus, they help students know what to expect, what is required of them, and recognize what they will be able to do at the end of an activity.

Any overall program outcomes you've established for your Street Law program should be considered when developing learning outcomes for individual lesson plans/activities. You can learn more about developing program outcomes in the Evaluation section.

Effective learning outcomes are:

- Relevant to student needs

- Consistent with the Street Law mission: teaching practical law content that students can use in their everyday lives
- Able to clearly and specifically communicates an action and impact
- Achievable in terms of time and resources
- Evaluable

5.2. Recognize factors to be considered when planning a lesson

The following should be considered for lesson planning:

1. Know who your students are. Know ability levels; backgrounds; interest levels; attention spans; ability to work together in groups; prior knowledge and learning experiences; special needs or accommodations; and learning preferences. This may not happen as quickly as you would like, but it is important for designing instruction that will meet the needs of your students. That's key in successful teaching and learning!
2. Know your content. It is important for you to research the subject matter that you will be teaching. You should also utilize curriculum guides published by the state in which you teach and the local school district that employs you. It is also a good idea to know the national standards and state standards that drive curriculum in each subject area that you are responsible for. You can visit web sites that are devoted to curriculum frameworks and that will give you a lot of information relative to your subject area. TeAch-nology.com has a large number of links that will help you to search for information relative to the subject matter you are employed to teach.
3. Know the materials that are available to help you teach for success. Take and keep an inventory of the materials and resources that are available to you as a teacher. For example: technology, software, audio/visuals,

teacher mentors, community resources, equipment, manipulatives, library resources, local guest speakers, volunteers, or any materials that can assist you in teaching.

6. Evaluating teaching and learning

6.1. Understand the purpose of evaluation

To most people evaluation means testing, but to educators evaluation is much more. Evaluation refers to a broad range of activities and tasks including observation, worksheets, essays, presentation, group work, performances and more traditional forms of testing. It's important to look at the issue of evaluation by thinking about why teachers evaluate.

The main reason teachers evaluate is to find out what students have learned—the outcome of the instruction. This information is used in two ways: first to inform the teachers about their teaching and what needs to be taught next and second, to make a judgement about how well students have learned the knowledge or skill being taught. Evaluation is a systematic process that involves a variety of activities.

Teachers gather information about student achievement informally and formally. Informal evaluation is used by the teacher to provide feedback to students and to check for understanding in the teaching and learning process. Informal evaluation activities include observation of students as they work in groups, pretests, short classroom assignments, practice tasks, oral questioning and discussion. Formal evaluation is used to judge student achievement; that is, how well the student has learned the knowledge and/or skills. Students are marked on formal evaluation tasks and this mark is usually part of their report card

grade. These evaluation tasks can include projects, writing assignments, performances, tests, reports and research.

Student report card marks are based on a number of different evaluation activities over an extended time. Teachers are careful to use many opportunities to evaluate students before they make a judgement about a student's achievements. Marking a single test or project does not give the teacher enough information to offer a complete picture of the student's abilities. As well, not everything students are expected to learn can be marked on a pencil and paper test. That's why a teacher's judgement about student achievement is a more complete evaluation than a single test like the achievement or diploma exams.

Learning Outcomes

Well-constructed learning outcomes are an essential component of course design. Outcomes that emphasize the development of students' abilities, attributes, and knowledge will give meaning and purpose to what students do in your course.

Now that you have crafted a course purpose and determined a culminating assessment, you are ready to define learning outcomes. Learning outcomes represent the key components of the course purpose. These are the elements that students will need to practice and integrate in order to demonstrate their achievement on the culminating assessment. Learning outcomes, in their turn, serve as the guiding purpose for units of the course.

Brainstorm. Consider the course purpose and the performance you will expect of students through the culminating assessment. What are the component

abilities, processes, modes of reasoning, communicating and being that need to be acquired in order for students to demonstrate that they have achieved the course purpose? If necessary, give yourself five minutes and write all the ideas that come to mind. Write for the full five minutes.

Synthesize. Consider what you have written. Also, consider the scope of your course. What can you reasonably expect students to accomplish in approximately 15 weeks? Can you consolidate and refine these ideas into a small, cohesive set of learning outcomes (Ideally, 3-5*)?

Consult. Share your learning outcomes with your Teaching & Learning Consultant. Show them to your students; see if they communicate clearly and succinctly. Revise as necessary.

Develop Evaluation Questions

Evaluation questions articulate the main issues that will be explored by the assessment. They are usually developed after the goals and objectives of a programme have been decided and the activities to support those objectives have been determined. Evaluation questions are useful to:

- Focus and provide structure to an evaluation;
- Guide the evaluation planning process, including data gathering and the methods to be used to obtain the information that is important to the programme implementers, the beneficiaries, donors and other stakeholders; and

– Inform how the results will be incorporated back into planning and implementation to improve the programme.

Steps to Developing Evaluation Questions

The most useful evaluation questions reflect a diversity of stakeholder perspectives, key components of the programme; the most important information needs, and resources available to answer those questions. Steps include the following:

1. Gather relevant stakeholders. Engage some or all of the stakeholders that were involved in the strategic planning phase to help develop evaluation questions or to share the questions that have already been developed to get their inputs and feedback.
2. Review supporting materials such as the strategic plan, programme monitoring and evaluation framework, the work plan, and any other available resources that are relevant to the programme.
3. Brainstorm evaluation questions about the overall programme or a specific programme activity. Focus on the goals, strategies and objectives in the strategic plan and workplan – the inputs, activities, and outputs to generate process evaluation questions. Many questions may be identified that can later be reduced, fine-tuned and prioritized.
4. Sort evaluation questions from the brainstorming session into categories or groups that are relevant to the programme and stakeholders. This process will help determine what resources exist to aid in answering the evaluation questions that are a priority and most important.
5. Decide which evaluation questions to answer. Evaluation questions should be prioritized that:
    - Are important to programme staff and stakeholders

- Address important programme needs
- Reflect five-year programme goals, strategies, and objectives of your programme
- Can be answered with available resources, including funds and personnel expertise.
- Can be answered within the available timeframe.
- Provide information to make programme improvements
- Will be supported by partners of the programme

6. Verify that the questions are linked to the programme. Once the questions are determined, they can be checked/verified against the programme strategic plan, monitoring and evaluation framework and work plan to make sure they fit and will accomplish what they are setting out to do.
7. Determine who, what, and how to collect the data that will be required for answering the evaluation questions. Determine who will be responsible for collecting the information and analyzing it to answer the evaluation questions. Possible data sources may include persons (e.g. survivors of violence that are engaged with criminal proceedings), documents, or records.

6.2. Establish a learning assessment

In classrooms where assessment for learning is practiced, students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. Teachers need to know at the outset of a unit of study where their students are in terms of their learning and then continually check on how they are progressing through strengthening the feedback they get from their learners.

Students are guided on what they are expected to learn and what quality work looks like. The teacher will work with the student to understand and identify any gaps or misconceptions (initial/diagnostic assessment). As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process.

Levels of Evaluations

The Four Levels of Evaluation, also referred to as the Kirkpatrick Evaluation Model, was created by Donald Kirkpatrick, Ph.D. to define the four levels of training evaluation. The four levels of evaluation are:

- Level 1 - The reaction of the student and their thoughts about the training experience.

  Level 1 solicits opinions of the learning experience following a training event or course. Typical questions concern the degree to which the experience was valuable (satisfaction), whether they felt engaged, and whether they felt the training was relevant. Training organizations use that feedback to evaluate the effectiveness of the training, students' perceptions, potential future improvements, and justification for the training expense. A variety of sources estimate that approximately 80 percent of training events include Level 1 evaluation.

- Level 2 - The student's resulting learning and increase in knowledge from the training experience.

  Level 2 measures the degree to which participants acquired the intended knowledge, skills and attitudes as a result of the training. This level is used by instructors and training executives to determine if training objectives

are being met. Only by determining what trainees are learning, and what they are not, can organizations make necessary improvements. Level 2 can be completed as a pre- and post-event evaluation, or only as a post-evaluation.

- Level 3 - The student's behavioral change and improvement after applying the skills on the job.

  Level 3 measures the degree to which participants' behaviors change as a result of the training – basically whether the knowledge and skills from the training are then applied on the job. This measurement can be, but is not necessarily, a reflection of whether participants actually learned the subject material. For example, the failure of behavioral change can be due to other circumstances such as individual's reluctance to change. Level 3 evaluation involves both pre- and post-event measurement of the learner's behavior.

- Level 4 - The results or effects that the student's performance has on the business.

  Level 4 seeks to determine the tangible results of the training such as: reduced cost, improved quality and efficiency, increased productivity, employee retention, increased sales and higher morale. While such benchmarks are not always easy or inexpensive to quantify, doing so is the only way training organizations can determine the critical return on investment (ROI) of their training expenditures. One typical challenge is to identify whether specific outcomes are truly the result of the training. Level 4 requires both pre- and post-event measurement of the training objective.

6.3. Use assessment results

Encourage Feedback

While assessment gets all the press, it is feedback for learning that can transform a student's learning.

When feedback is predominately negative, studies have shown that it can discourage student effort and achievement (Hattie & Timperley, 2007, Dinham). Like my experience, the only thing I knew is that I hated public speaking and I would do anything possible to get out of it. As a teacher, most of the time it is easy to give encouraging, positive feedback.

However, it is in the other times that we have to dig deep to find an appropriate feedback response that will not discourage a student's learning. This is where the good teachers, the ones students remember forever in a positive light, separate themselves from the others.

A teacher has the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated. Here you will find 20 ideas and techniques on how to give effective learning feedback that will leave your students with the feeling they can conquer the world.

Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work.

7. Course design

7.1. Recognize factors to be considered when designing a learning programme

Competencies and learning outcomes are two related educational terms that can create confusion. Competencies and outcomes can be written to describe the learning gained by students in individual courses (course outcomes) or for the program as a whole (program outcomes).

Competency: A general statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Outcome: A very specific statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.

Key Distinction: A true learning outcome is written so that it can be measured or assessed. It focuses on what the student is able to do at end of a program (or course). Thus, learning outcomes are the basis for an assessment program that focuses on what a student can or should be able to do either upon completion of a course or upon graduation from a program. The term learning outcome is used more commonly in the context of a program or course of instruction. The term competency is more commonly used in relation to professional fields (i.e. dentistry, nursing).

Recommendation: It is recommend that when using the term competence, the definition be provided for the specific context in which it is being used and to ensure clarity of meaning, write competences using the vocabulary of learning outcomes, i.e. express the required competence in terms of the students achieving specific program learning outcomes or module learning outcomes.

Learning Outcomes

Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

Learning Outcomes determined considering **goals** and **objectives** of courses of program.

The Goal (Aim) of a module or programme is a broad general statement of teaching intention, i.e. it indicates what the teacher intends to cover.

The objective of a module or programme is a specific statement of teaching intention, i.e. it indicates one of the specific areas that the teacher intends to cover.

Use Active Verbs: It should be ensured that active verbs are used in the formulation of learning outcomes. Below are suggested verbs to use when creating student learning outcomes for a course or degree program.

7.2. Develop a new course

IMO has introduced new model courses and revised existing ones to incorporate advances in bridge technologies and polar operations. The changes were made by the Sub-Committee on Human Element, Training and Watchkeeping (HTW) in February and put forward for adoption by the Maritime Safety Committee.

Model courses have become increasingly important for supporting the implementation of IMO's regulatory instruments. They provide guidance that can be used globally by training institutes and national administrations. Model courses can include guidance for the use of simulators to ensure cadets receive similar training, regardless of which academy they use.

The sub-committee, at its HTW 4 meeting between 30 January and 3 February this year, validated new model courses covering basic and advanced training for ships operating in polar waters. It also validated training for ratings who form part of a watch-team in a manned engine room or are designated to perform duties in a periodically unmanned engine room. The HTW sub-committee also validated revisions to model courses:

- Engine room simulator (2.07)
- Assessment, examination and certification of seafarers (3.12)
- Training course for instructors (6.09)
- Onboard assessment (1.30).

Special teams will be tasked with creating more model courses that tackle some of the recent issues that ship managers and their crews are facing. These teams will be developing models for leadership and management skills courses, training for crisis management and human behaviour, crowd management

training, and electro-technical rating. HTW teams are also developing passenger safety, cargo safety and hull integrity training, and safety training for personnel providing direct services to passengers in public spaces. These are to be reviewed and validated at the next meeting, HTW 5, in 2018.

At that meeting, HTW is also expected to approve revisions to various courses, including:

- Liquefied natural gas (LNG) tanker cargo and ballast-handling simulator (1.36)
- Advanced training in fire-fighting (2.03)
- Radar, ARPA, bridge teamwork and search and rescue – radar navigation at management level (1.08)
- Automatic Identification System (AIS) (1.34)
- Proficiency in personal survival techniques (1.19).

The sub-committee also approved a circular providing guidance on training requirements for ECDIS. It clarified the seafarer competencies under the Standards of Training, Certification and Watchkeeping (STCW) convention, and the requirements related to the provision of documentary evidence for port state control officers and other third-party inspection regimes under STCW. This interim guidance will be distributed in circular STCW.7. The sub-committee also revised section E (ECDIS training) of the proposed updated ECDIS guidance for good practice (MSC.1/Circ.1503).

Another section of STCW was also discussed by the sub-committee. HTW 4 created a correspondence group that will conduct a comprehensive review of the 1995 STCW-F Convention, which provides training requirements for fishing

vessel personnel. This treaty, which entered into force in 2012, sets the certification and minimum training requirements for crews of sea going fishing vessels of more than 23m in length. The review will update and revise 1995 STCW-F by taking into account the conditions of the fishing industry and the need to prevent damage to the marine environment. The correspondence group is scheduled to report its revisions at HTW 5.

Another group is reviewing IMO guidelines on mitigating and managing fatigue of seafarers. It was due to provide revisions and updates at HTW 4, but it was decided that the group needed more time because of the complexity of the task. The revised guidelines on fatigue are expected to be further considered at HTW 5 next year.