Course Syllabus

Course Title:	**Train the Trainer for Seafarers**

Course Duration:	39.0 Hours
Course Difficulty:	Advanced
Course Category:	Leadership

Learning Outcomes

- Interpret a maritime training standard and define instructor scope and authority boundaries
- Analyse learners and learning conditions to design an inclusive, effective training environment
- Select and justify teaching methods and aids suited to a maritime training outcome
- Develop a structured, measurable lesson plan aligned to STCW competence requirements
- Design and apply valid learning assessments and use evidence to improve training
- Demonstrate instructional techniques and respond professionally to learner difficulties
- Place an individual lesson within a coherent, validated training programme

References:	IMO Model Course 6.09, 2017 Edition / STCW Convention and Code	STCW Reg I/6, Code A-I/6, A-I/8, A-I/12 / VMA Instructor Manual CN-01 Rev 2 (2026)

Course Subject	Time
Introduction • Course Overview and How This Course Is Organized • Who This Course Is For and Entry Expectations • Course Scope – Training Evaluation vs. Official STCW Certification Assessment • Competences to Be Achieved	
Chapter 1 – STCW and Competence-Based Training • The Maritime Instructor's Role, Scope and Responsibilities • STCW Development and Structure – Part A and Part B • Functions, Levels and the Competence Tables • Training, Assessment and Authorization – Where the Boundaries Lie • Training Environments – Onboard, Classroom, Simulator and Online	2.0 Hours
Chapter 2 – Planning an Effective Learning Environment • Instructor Qualities, Self-Awareness and Professional Conduct • Adult Learning Principles and Prior Experience • Attention, Memory and Retrieval in Training • Motivation, Language and Learner Confidence • Designing Physical and Online Learning Environments • Respectful Conduct and Practical Adjustments for Individual Needs	4.0 Hours

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Course Subject	Time
Chapter 3 – Training Aids • Matching Teaching Aids to Learning Outcomes • Live Construction – Boards, Annotation and Models • Handouts, Job Aids and Electronic Slides • Audio, Video and Digital Resource Evaluation • Accessibility and Technical Contingencies	3.0 Hours
Chapter 4 – Using Teaching Activities Effectively • Explanation, Lecture and Concise Delivery • Demonstration and Guided Practice • Questioning Techniques and Handling Learner Responses • Case Study, Brainstorming and Problem-Based Methods • Role Play and Simulation • Group Facilitation and Managing Group Dynamics • Mentoring, Blended and Distance/E-Learning Methods • Selecting and Adapting Methods to Context and Needs	5.0 Hours
Chapter 5 – Producing a Subject-Related Lesson Plan • Identifying Entry Competence and End Performance • Writing Outcomes – Action, Condition and Standard • Sequencing, Timing and Resource Planning • Building in Learner Participation and Assessment Opportunities • Safety, Contingency and Fallback Planning	3.0 Hours
Chapter 6 – Evaluating Teaching and Learning • Purposes of Assessment and Evaluation • Diagnostic, Formative and Summative Use • Validity, Reliability and Fairness • Writing Questions, Criteria and Observation Rubrics • Giving Feedback and Using Assessment Results • Moderation and Interpreting Assessment Data • Course and Programme Improvement	4.0 Hours
Chapter 7 – Course Design • Training Needs and Task Analysis • Population Analysis and Programme Outcomes • Syllabus Design and Module Sequencing • Resources, Staffing and Model-Course Use • Validation, Implementation and Controlled Revision	3.0 Hours
Guided Micro-Practice – Embedded in Chapters 1–7 • P1 – Identifying a Competence-to-Outcome Mapping Error (Chapter 1) • P2 – Choosing a Learner Adjustment (Chapter 2) • P3 – Critiquing a Teaching Aid (Chapter 3) • P4 – Observing and Rehearsing Teaching Methods (Chapter 4) • P5 – Repairing an Overfilled Lesson Plan (Chapter 5) • P6 – Comparing Assessment Decisions (Chapter 6) • P7 – Finding Missing Programme Links (Chapter 7)	2.0 Hours

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Course Subject	Time
Homework Assignments – Seven-Assignment Instructor Portfolio (Pending) • HW1 – Interpret a Training Standard and Define Instructor Scope (pending – follow-on release) • HW2 – Analyse Learners and Plan an Effective Learning Environment (pending) • HW3 – Develop and Justify Teaching Aids (pending) • HW4 – Produce a Focused Competence-Based Lesson Plan (pending) • HW5 – Design and Apply a Learning Assessment (pending) • HW6 – Design a Short Learning Programme (pending) • HW7 – Deliver, Evaluate and Improve a Recorded Micro-Lesson (pending)	10.0 Hours
Orientation, Checkpoints and Exit Review • Entry Diagnostic and Course Orientation • Seven Module Checkpoints – One per Chapter, Chapters 1–7 • Exit Review and Development Commitment	2.0 Hours

Course Final Assessment	**1.0 Hour**