

STANDARD

DNVGL-ST-0008

Edition April 2015

Learning programmes

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FOREWORD

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

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CHANGES – CURRENT

General

This document supersedes DNV Standard for Certification No. 3.201, April 2011.

Text affected by the main changes in this edition is highlighted in red colour. However, if the changes involve a whole chapter, section or sub-section, normally only the title will be in red colour.

On 12 September 2013, DNV and GL merged to form DNV GL Group. On 25 November 2013 Det Norske Veritas AS became the 100% shareholder of Germanischer Lloyd SE, the parent company of the GL Group, and on 27 November 2013 Det Norske Veritas AS, company registration number 945 748 931, changed its name to DNV GL AS. For further information, see www.dnvgl.com. Any reference in this document to "Det Norske Veritas AS", "Det Norske Veritas", "DNV", "GL", "Germanischer Lloyd SE", "GL Group" or any other legal entity name or trading name presently owned by the DNV GL Group shall therefore also be considered a reference to "DNV GL AS".

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.



Editorial corrections

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

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SECTION 1 APPLICATION

1.1 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 training.

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.

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 delivered by qualified trainers and assessed and improved in line with market demands and experience.

1.2 Scope

This standard is intended for training providers offering external training as well as "in house" training.

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

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.

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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1.3 Background

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

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

The certification process shall ensure that learning programmes offered are:

- properly designed
- contain clear objectives for results
- carried out by qualified trainers
- assessed and improved in line with market demands and experience.

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

The combination of these services enables training providers and schools 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.

1.4 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.

1.5 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 trainer and the participants are not present simultaneously at the same location The trainer 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>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>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 (ref. [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 requirements of this standard, if the learning programme is consistent and if 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 recommended.

Steps involved:

- 1) Initial document review of the training course documentation and self-assessment checklist (App.B) to be submitted, followed by reporting of any non-conformities to be corrected prior to an on-site visit
- 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.

Outcomes of the review (Ref. [3.3.2]) shall be communicated to DNV GL annually, unless the training provider has a management system certified and audited by DNV GL. In this case the review is addressed during the periodical management system audits.

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, trainers 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 will only be performed while the learning programme to be certified is actually being conducted.



Non-conformities, if any, will be reported in writing. Corrective actions shall be taken. When the corrective actions are agreed upon, implemented and closed, re-certification will be recommended.

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 may 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*.

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
- trainer 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 on-board learning)
- learner's name and date of birth
- trainer's name and signature
- 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).

3.2.3 Records and retention

The training provider shall have a 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 trainer performance (form or online tool).

Guidance note:

The evaluation (form or online) could include questions/feedback on alignment of learning objectives vs. learner expectations, trainer 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 meet 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 will be 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 and used for input to DNV GL. (Ref. [2.1.2] Annual review)

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 (regulatory courses)
- 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 95 Certificate (with embedded photograph), passport, photo identification cards and driver's license with photo of the driver.

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 undertake actions to minimize these risks. The training provider shall communicate the need for and use of safety equipment to the participants including any physical requirements or expectations.

3.6 Resources

3.6.1 Trainers and course developers

The learning programme shall be developed by competent course developers and conducted by competent instructors.

The competence requirements for the trainer(s) and/or course developer(s) shall be given.

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

Trainers shall have experience in teaching and 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 trainer must 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 trainers assigned to a specific learning programme teach and assess in a consistent manner.

Guidance note:

This can be achieved e.g. by organising exchanges of experience for trainers 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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3.6.2 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 submitted.

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

3.6.3 Staff performance

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

- trainers (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.

Guidance note:

Write specific and measurable learning objectives using active verbs. Some examples:

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 program lessons, along with the number of the learners per simulator shall be given.

4.6 Learner/trainer ratio and multiple instructor policy

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

The training provider's policy for circumstances when more than one trainer will be present during any of the lessons 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 that will be used during the learning programme including 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 ask for copies of textbooks it does not have access to and will return the texts after the learning programme has been evaluated. Reference documents and hyperlinks should be listed.

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 etc. are used to obtain variation.

The choice of different learning methods should be suitable for relevant learning objectives.

Guidance note:

Choose your training methods strategically. A higher level of learner involvement improves the quality of the learning outcomes.

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4.9 Learning programme schedule

A list of all learning activities and learning sequences with hours and activities shall be available.

4.10 Lesson plans

Detailed lesson plans for the different modules in the learning programme shall be available.

Guidance note:

The purpose of the lesson plan is to:

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

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4.10.1 Modules

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

Each learning module shall be based on measurable learning objectives, reach the defined goals during the delivery and verify if learners have acquired the defined competence criteria for the module.

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 the first delivery of the training course

After the first delivery of the training course, a review shall be performed by the training provider to verify compliance between the documented training course and the training course as delivered. Corrective actions as a result of this 1st delivery shall be traceable.

Guidance note:

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

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4.12 Informal learning

(For pre-course training, 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 must 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 9000:2005 *Quality management systems – Fundamentals and vocabulary*
- ISO 9001:2008 *Quality management systems – Requirements*
- ISO 9004:2000 *Quality management systems – Guidelines for performance improvements.*

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 things that will 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
<i>General</i>					
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 manufacturer or developer of the e-learning program.		
<i>Management</i>					
2	Management system	[3.1]	A management system 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.		
<i>Learning programme evaluation and review</i>					
7	Learners' evaluation	[3.3.1]	A process to collect anonymous learner feedback in relation to topic relevance and trainer(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.		
<i>Authentication of learner's identity</i>					
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 have been assessed and actions taken to minimize them. Physical requirements for learners have been defined (if applicable).		
<i>Resources</i>					
11	Trainers, course developers and assessors	[3.6.1]/ [3.6.2]	Competence requirements for trainer(s), course developer(s) and assessors are defined.		
Measures to ensure that all trainers assigned to a specific learning programme teach and assess in a consistent manner are defined and implemented.					
A list of trainers and assessors assigned to the learning programme, with a description of their experience, background and qualifications, is submitted.					
12	Staff performance	[3.6.3]	A procedure for the assessment of trainers and assessors has been documented and implemented.		

#	Item	Std ref.	Description	Check	Reference to own documentation
<i>Teaching facilities and equipment</i>					
13	Training location	[3.7.1]	A specification of all locations used for the training, including the crucial characteristics of the facility / facilities is submitted.		
14	Equipment	[3.7.2]	A description of the equipment that will be used during the training is submitted.		
<i>Development and delivery</i>					
15	Scope and purpose	[4.1]	The purpose and scope of the learning programme including relevant statutory and regulatory requirements is given.		
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 / module has been written (to be submitted).		
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/trainer ratio- multiple instructors	[4.6]	The learner/trainer ratio and the training provider's policy when more than one trainer is involved in any of the lessons has been defined.		
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 schedule with all learning activities, learning sequence, hours and activities is submitted.		
24	Lesson plan	[4.10]	Detailed lesson plans for the different modules in the learning programme are submitted.		
25	Modules	[4.10.1]	Each module (if applicable) is described in detail, including objectives, duration, teaching methods and assessment.		
26	Review after the first delivery of the training course	[4.11]	A 1 st delivery / pilot-course review has been carried out as part of development phase.		
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).		
<i>Assessment of participants</i>					
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.		

#	Item	Std ref.	Description	Check	Reference to own documentation
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.		
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.		
<i>E-learning specific addition</i>					
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.		



DNV GL

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