FOREWORD

DET NORSKE VERITAS (DNV) is an autonomous and independent foundation with the objectives of safeguarding life, property and the environment, at sea and onshore. DNV undertakes classification, certification, and other verification and consultancy services relating to quality of ships, offshore units and installations, and onshore industries worldwide, and carries out research in relation to these functions.

Standards for Certification
Standards for Certification (previously Certification Notes) are publications that contain principles, acceptance criteria and practical information related to the Society's consideration of objects, personnel, organisations, services and operations. Standards for Certification also apply as the basis for the issue of certificates and/or declarations that may not necessarily be related to classification.

All publications may be downloaded from the Society’s Web site http://www.dnv.com/.

The Society reserves the exclusive right to interpret, decide equivalence or make exemptions to this Standard for Certification.

Main changes:
This edition has been totally revised.
Standard for Certification

Learning Programmes

Background

DNV provides certification of training 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 in the maritime industry, independent of location, operation and training method.

The certification process shall ensure that training programmes offered within the maritime industry are:

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

DNV also offers certification of the management system of training providers and training institutes based on statutory services and other DNV Standards. Around 200 training organisations globally are already certified by DNV.

Together, these services enable training providers and schools to ensure that the development, content and delivery of training programmes meet quality requirements. Further, it helps to deliver training programmes with uniform, high quality.

This Standard has been developed in close co-operation with training providers and the internal DNV resource centres for training. It has been adjusted in accordance with the experience gained through usage over almost two years.

This version of the Standard replaces the version dated May 2005.
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1. General
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:

— Analysis of training need and target population.
— Design to include the pedagogic elements of learning objectives and assessment and modular structure incorporating varying methods of learning.
— Development of the learning materials.
— Implementation and delivery of the learning programme.
— Evaluation of the results of the learning actions.

2. Objective and scope
The objective of this standard is to provide requirements for learning programmes with respect to development, content and delivery, independent of location and training methods used.

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

It is intended to ensure that training courses certified in accordance with this standard are properly designed, contain clear objectives for results, are carried out by qualified trainers and are assessed and improved in line with market demands and experience.

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

Training providers shall comply with additional requirements, which are not covered by this standard, if any.

Note:
Typical examples of additional requirements could be:

a) The national authority has posed certain requirements on the training programme provider to approve it under the Quality System Standards of the Administration under the STCW Convention.

b) Other requirements imposed by local legislation.

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DNV will consider alternative ways of complying with this standard if they are found to represent an overall quality level equivalent to that of this standard.

3. Certification
Training providers offering learning programmes complying with the requirements of this standard will receive a DNV Learning Programme Certificate. The name of the training provider, the name of the learning programme, any limitations, and reference to content standard(s) shall be stated in the certificate.

The certificate will be given a validity period of 5 years subject to annual review.

3.1 Certification process
The certification scheme consists of 3 parts:

1) initial review
   a) self assessment checklist (Appendix C)
   b) on-site visit

2) annual review
3) renewal review.

3.1.1 Initial review
The purpose of the initial review is to ensure the learning programme satisfies the requirements of this standard and the content complies with an applicable industry competence standard.

This standard has two main focus areas:

1) the pedagogical structure
2) content relevance compared to international standards etc.

   **Note:**
   An industry competence standard could be parts of STCW, SIGTTO, an IMO model course, Operational manuals, a company’s policy statement etc.

   a) **Self assessment checklist:**
   The training provider shall complete a self assessment checklist prior to requesting an on-site visit. The purpose of the self assessment checklist is to ensure the specific learning programme is developed and documented in accordance with 4.2 of this standard.

   b) **On-site visit:**
   A qualified DNV representative shall visit the training provider to verify the learning programme is implemented and delivered as documented. The on-site visit includes document review, interviews and class observations.

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### 3.1.2 Annual review

An annual review shall be carried out by DNV. During an annual review, the following documents shall be verified:

- summary of learner evaluation form(s), learning programme evaluation and follow up action
- description of changes, if any
- changes, if any, imposed by new international or national rules or requirements.

### 3.1.3 Renewal review

A qualified DNV representative shall visit the training provider within five years after initial certification, to verify the learning programme as amended is implemented and delivered accordingly. The on-site visit includes document review, interviews and class observations.

   **Note:**
   The training provider shall approach DNV within three months prior to the expiry date of the certificate, to request for renewal review.

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### 3.2 Withdrawal

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

### 4. Certification requirements

#### 4.1 Quality standards

Training providers offering STCW training and courses shall have a certified management system in accordance with an industry acknowledged standard, i.e. ISO 9001 or DNV Standard for Certification of Maritime Training Centres.

   **Note:**
   Ref. STCW Reg. I/8 Quality standards.

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4.2 Certification requirements

The following table is designed to assist an adequate workflow of learning programme development.

Explanation of the table:

# Identification number.
Item The following topics shall be documented and available.
Description Specific requirements for each item. All types of learning including blended learning programmes are covered.
Check Tick off when checked.

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<th>#</th>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Company information</td>
<td>Name and type of course</td>
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<td></td>
<td></td>
<td>Course operator including Contact person, address, phone, email and website address</td>
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<td>Training location(s)</td>
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<td>For eLearning: The manufacturer or developer of the eLearning program, if applicable</td>
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<tr>
<td>2</td>
<td>Scope and purpose</td>
<td>Briefly describe the purpose and scope of the learning programme. This section should describe what need or requirement the learning programme is trying to fill. Specify the relevant statutory and regulatory requirements, industry standards, STCW training requirements or model courses that the course fulfils.</td>
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<td>3</td>
<td>Learning objective</td>
<td>A statement of what the learner shall be capable of doing after completion of the learning programme</td>
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<td></td>
<td>Guidance note:</td>
<td>Write specific and measurable learning objectives using active verbs. Do not confuse learning objectives with content. Example: Demonstrate the entry procedure for a PSV into the 500 metre zone using the bridge simulator and in accordance with company operating procedures.</td>
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<td>4</td>
<td>Entry standards</td>
<td>A list of the prerequisite qualifications and experiences for a learner to attend the learning programme.</td>
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<td></td>
<td>Guidance note:</td>
<td>This may include, but not limited to entry level competence, computer skills, language proficiency, mathematics skills, work experience etc.</td>
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<td>5</td>
<td>Authentication of</td>
<td>The Training Provider shall:</td>
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<td></td>
<td>Student identity</td>
<td>— establish adequate measures to authenticate and verify a student’s identity at various stages, including enrolment, learning programme participation, and assessment.</td>
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<td></td>
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<td>— keep a copy of the identification document in their files.</td>
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<td>— report suspicious identity documents and/or circumstances to appropriate authorities.</td>
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<td>— establish adequate procedures for administration and record keeping at the Training Provider’s centralized location.</td>
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<td></td>
<td></td>
<td>For eLearning programmes, measure to authenticate and verify student identity shall be provided for, controlled and administered from the Training Providers centralized location.</td>
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<td></td>
<td>Guidance note:</td>
<td>Verification and identification of student’s identity could be 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.</td>
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<tr>
<td>6</td>
<td>Target groups</td>
<td>A description of the target population factors considered in the design of the learning programme.</td>
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<tr>
<td>7.1</td>
<td>Class limitations</td>
<td>Class size: State 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.</td>
<td></td>
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<tr>
<td>7.2</td>
<td>Learner/trainer ratio: State the learner/trainer ratio and discuss the learning programme provider's policy for circumstances when more than one trainer will be present during any of the lessons.</td>
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</table>
| 8 | Informal learning | For Simulator and on the job training: A strategy document shall be submitted which describes the whole learning strategy of the informal learning:

1) An example of a workbook/log book shall be submitted showing how the informal learning is documented and what kind of tools being used in the process. The logs can be online or in paper showing how the informal learning like attitude, skills and knowledge are being recorded as formal learning. The log book shall be authorized by one or more signature. |  |  |
| 9 | Trainers and course developers | The training course shall be developed and conducted by competent instructors.

a) The competence requirements for the trainer(s) and/or course developer(s) shall be given. Trainers shall have experience in teaching or have attended a learning programme in instruction 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. This shall be verified by a recognised licence, diploma or other evidence. |  |  |
| 10 | Assessors | a) The competence requirements for the assessor(s) shall be given.

b) A list of assessors with a description of their experience, background and qualifications to demonstrate they have the capability to perform assessment activities. Assessors shall have at least same competence as required for trainers. This shall be determined by recognised licence, diploma or other evidence. |  |  |
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<tr>
<td>11.1</td>
<td>Teaching facilities and equipment</td>
<td>Training location: A specification of all locations used for the learning programmes including the crucial characteristics of the facility at which the training will be provided.</td>
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<td></td>
<td><strong>Guidance note:</strong> Capacity of rooms and learning resources to meet the demands described in the learning programme that can affect the learning outcomes are the crucial elements. Example: room plan and description.</td>
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<td>11.2</td>
<td>Learning programme equipment</td>
<td>A description of the equipment that will be used during the learning programme. This includes all equipment to be used during hands-on training, practical exercises, testing, and any simulators or software programmes to be used. If technology is an element of the learning programme the technical specifications of hardware and software provided by the manufacturer shall be included.</td>
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</table>
| 11.3 | For eLearning:                            | System requirements and delivery method.  
|     |                                           | **Delivery Method:** A description of how the learning programme will be delivered utilizing E-Learning, including all applicable system and other equipment requirements shall be provided. Training provider shall describe what provisions they have put in place for the technical operation and technical support of the eLearning programme. In addition the system requirements for the user to operate the programme should be specified. |       |                    |
| 12   | Modules                                  | If the learning programme is divided in several modules, each module shall be described. Each learning module shall begin by specifying the instructional objectives for that module, proceeds to teach those specific goals using shaping and cueing methods, and finishes by testing to verify that learners have indeed learned the skills being taught by the module. |       |                    |
| 13   | Teaching aids                             | Copies of all materials used in the learning programme shall be provided. A description of the relevance of these media to the learning objectives should be included. Material includes:  
|     |                                           | **Multimedia:** digital and analogue media that will be used during the learning programme including film, video, CD, DVD and electronic documents.  
|     |                                           | **For eLearning:** Access to the training programme for roles/levels, i.e. learner, administrator and tutor/assessor.  
|     |                                           | **References:** Copies of all learner handouts, homework assignments, workbooks, and a bibliography of the learner textbooks to be used. DNV 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. |       |                    |
| 14   | 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 documented with relevant learning objectives.  
<p>|     |                                           | <strong>Guidance note:</strong> Choose your training methods strategically. A higher level of learner involvement improves the quality of the learning outcomes. |       |                    |
| 15   | Learning programme agenda                 | The learning programme agenda is a list of all learning activities and learning sequences with hours and activities. |       |                    |</p>
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<td>16</td>
<td>Lesson plan</td>
<td>A detailed lesson plan shall be established with a description of the different modules in the learning programme. Each module should have its own set of learning objectives and, if relevant, assessment. For eLearning, a story board shall be submitted.</td>
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<td></td>
<td><strong>Guidance note:</strong></td>
<td>The purpose of the lesson plan is to:</td>
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<td>— support the trainer in the delivery</td>
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<td></td>
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<td>— contribute to making the course more consistent</td>
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<td>— ensure a clear course structure</td>
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<td>— remind the trainer of the purpose of each session</td>
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<td>— describe how to deliver each session and appropriate alternative strategies</td>
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<td>— provide other trainers with a detailed course plan for backup purposes</td>
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<td>— act as a checklist.</td>
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<td>17</td>
<td>Examination and</td>
<td>The learning programme provider shall establish and maintain documented procedures for the assessment of:</td>
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<td></td>
<td>assessment</td>
<td>— the learning programme</td>
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<td></td>
<td>— learners</td>
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<td></td>
<td></td>
<td>— trainers (professional and teaching qualifications and performance)</td>
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<td></td>
<td></td>
<td>— assessors (professional and teaching qualifications and performance)</td>
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<td>A procedure on how and where records of exams are stored shall be established.</td>
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<td>Method of assessment:</td>
<td>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 examinations.</td>
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<td>Written examinations:</td>
<td>Copies of all written examinations, the grading procedure to be used, frequency of revision and what will be considered a passing score. Invigilation, personnel and security of test material shall be addressed. Reference shall be made to regulatory authority procedures where appropriate.</td>
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<td>Practical demonstrations:</td>
<td>Detailed descriptions of all practical or simulator examinations, tests, or exercises that describe the situation presented to the learner; 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. Invigilation, personnel and security of test material shall be addressed. Reference shall be made to regulatory authority procedures where appropriate.</td>
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<td>Interviews or Group interviews:</td>
<td>Planned questions or other documentation to be used during the interviews to be established.</td>
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<td>Determination of final grade:</td>
<td>A description of how the trainer(s) will determine final grades by proportioning and weighting component scores in the learning programme shall be established.</td>
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<td>Re-test procedures:</td>
<td>A description of the training provider’s policy on re-tests of failed examinations shall be established.</td>
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<td></td>
<td><strong>Guidance note:</strong></td>
<td>A distinction between self-assessment during the learning programme and terminal assessment should be stated. The relevance of each assessment method to the appropriate learning objectives should be carefully considered.</td>
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| 18 | Administration of learners certificates       | The learning programme 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:  
|    |                                               | — preparing and distribution of certificates  
|    |                                               | — filing and maintenance of any records of competence  
|    |                                               | — controlling results from learner assessment.  
|    |                                               | **Guidance note:**  
|    |                                               | This may be a reference to a certified management system or the procedure could be part of the learning programme documentation.                                                                 |       |                    |
| 19 | Learners evaluation form                      | A form shall be used to give learners the opportunity to provide feedback to the learning programme provider on topic relevance and trainer(s) performance. A description of how the training provider processes the feedback results shall be included.  
|    |                                               | **Guidance note:**  
|    |                                               | This form could include questions/feedback on alignment of learning objectives vs. learner expectations, trainer performance, training methods, participant material, time issues etc. |       |                    |
| 20 | Evaluation of the learning programme          | A description of how the learning programme will be evaluated and how the results will be used. The statement should include what needs to be evaluated, when and how.  
|    |                                               | **Guidance note 1:**  
|    |                                               | This is often included in a learning programme report to management covering: Knowledge, skills, attitude and impact before, during and after the course and feedback from the learners.  
|    |                                               | **Guidance note 2:**  
|    |                                               | This may be a reference to a certified management system or the procedure could be part of the learning programme documentation.                                                                 |       |                    |
| 21 | Records and retention                         | Records shall be established and maintained to provide evidence of conformity to this standard and of the effective operation of the course. Retention time for records shall be established and be at least one year beyond the validity period of the course certificate. Records may be filed electronically or in hard copies  
|    |                                               | **Guidance note:**  
|    |                                               | This may be a reference to a certified management system or the procedure could be part of the learning programme documentation.                                                                 |       |                    |
| 22 | Certificate                                   | A copy of the learner’s learning programme completion certificate shall be included. In the absence of a certificate, learning programme completion data shall be produced. Learning programme completion certificate shall include the following information:  
|    |                                               | — learning programme title  
|    |                                               | — name of training location or operator (vessel’s name for onboard learning)  
|    |                                               | — learner’s name and date of birth  
|    |                                               | — trainer’s name and signature  
|    |                                               | — date the learning programme was completed  
|    |                                               | — a unique number corresponding to the learning programme 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. |       |                    |
Appendix A
Definitions

A.1 Definitions
Assessment is 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.

Assessment FOR learning is assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes during the learning programme.

Assessment OF learning is assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction to be shared.

An assessor is a person that performs an assessment.

Blended learning is a combination of different learning methods, techniques and resources and applying them in an interactively meaningful learning environment.

CBT is an abbreviation for Computer Based Training normally using CD-ROMs.

Knowledge is familiarity, awareness, or understanding gained through experience or study.

Competence: Demonstrable fulfilment of actual requirements using measurement (examination method(s)). Such requirements relate to areas of competence in respect of knowledge, understanding, skills, attitude and or behaviour in a defined area of work.

e-learning is 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 by CBT.

Education is a process to provide and develop knowledge, understanding, skills and attitudes to meet the requirements of learners.

Evaluation is making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).

Guidance note is an advice which is not mandatory, but with which the Society, in light of general experience, advises compliance, hence, it is for the client to decide whether to apply it or not.

A Learner is 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.

Learning is the process of acquiring of competence.

Learning objectives are 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.

Learner outcome is the acquired competence of the participant at the completion of the learning programme.

Learning programme is a combination of training methods designed and constructed to meet a single goal. Blended learning is a special combination of technology- based methods and instructor led methods.

A Learning plan or curriculum shall include different training activities. It will also consist of educational elements, such as learning objectives, contents, methods, assessment and general conditions.

A training provider offers education and training for both “in house” and external clients.

Modules: learning module is an education and training block related to each of the competence and/or learning programme. If the learning programme is divided in several modules, each learning module shall begin by specifying the instructional objectives for that module, proceeds to teach those specific goals using shaping and cueing methods, and finishes by testing to verify that learners have indeed learned the skills being taught by the module.

On-the-job training 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 onboard ship training.

Purpose is the starting point for a training design process and defines the reason “why” the training activity is needed. It should be based on competence gaps and refers to desired organisational results such as, improved work processes, attainment of goals or strategies or implementation of services.
Appendix B
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:

— DNV Standard for Certification No. 3.401 Maritime Academies. November, 2004
— DNV Standard for Certification No. 3.402 Maritime Training Centres. October 2009
— ISO 9000:2005 Quality management systems – Fundamentals and vocabulary
Appendix C
SELF ASSESSMENT CHECKLIST

Please download an interactive version of the checklist in 4.2; go through the table and make sure you have all the items in place before you send in the learning programme for certification. All the items shall be ticked off before you send the checklist to SeaSkill.