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1. Introduction

Maritimt Opplæringskontor Sør/Vest Norge (hereinafter referred to as Maropp) hopes that this handbook will be of assistance to those who have undertaken the responsibility of teaching tomorrow's mariners. Shipping companies who choose to concentrate efforts on apprentices contribute to shaping tomorrow's officers.

By focusing on training and at the same having a well thought out plan for training on board, a secure training environment is assured for apprentices, cadets and crews on board.

The first impression of the career one had intended to go in for, often proves to be decisive for the choice taken. A positive reception of apprentices as rookie male and female sailors on board, and training in accordance with training plans, can be a good start to a long career at sea. At the same time, the apprentice must participate actively to create good working environment and good co-operation.

The part of the crew that is participating in training as Training Officer or instructors do an important job and MAROPP wishes to thank all for contributing to positive training. MAROPP very much appreciates the interest which is shown in that regard, as well as the experience you communicate to apprentices and cadets. The certificate of apprenticeship which an able seaman or motorman receives, is the first step on the way to deck- or engineer officer since this is the requirement for admission to a maritime college. MAROPP wishes you all good luck with your training!

Best regards;

Maritimt Opplæringskontor



Øyvind Bårdsen

Manager

The handbook is intended for you who are:

- Captain, Chief Engineer, Training Officer or instructor on board
- Training Officer in a shipping company

The purpose of this handbook is:

- To be informative and provide a description of the apprentice arrangement, both the administrative and educational parts.
- To be an incitement to reach the goals and complete the assignments that are described in the training plan and the apprentice's log.
- To provide tips and advice so that the training on board can be planned with regard to a logical sequence of competence building and so that training can be fitted into the normal work routines on board as well as possible.

The training plan for the subject as well as the apprentice's log, are central and necessary aids to training on board. It is important that they are used diligently by both the apprentice and Training Officer.

Note!

This handbook is to be used in training of able seaman and motorman apprentices who are following a normal training period of 2 years.

2. Definitions

Apprentice:

The person entering into a contract of apprenticeship in accordance with the Education Act

Maritime Competence Office Southeast Norway

Enters into a contract of apprenticeship with the apprentice and has the formal responsibility for seeing that training takes place in accordance with applicable legislation.

Shipping Company:

The company having wage and personnel responsibility

Training Officer on board (TO):

The person responsible for seeing that the apprentice receives training in accordance with the training plan for the subject (formerly referred to as: professional leader)

Instructor:

Everyone who is involved in the daily training of the apprentice. In general, one can say that the whole of the crew can be instructors.

Supervisory representative:

Employee's representative in the shipping company or on board

Vocational Training Office

Has the responsibility for training at the county level

Ministry of Education:

Has *inter alia* the countrywide responsibility for the vocational training system

TIP:

Technical and Industrial Production. An Upper Secondary Course 1 which can be included in the education of able seaman and motorman

US1 and US2:

Upper Secondary Course Year 1 and Upper Secondary Course Year 2

3. About Maritimt Opplæringskontor (Maropp)

Maropp is an approved training enterprise for the subjects of able seaman, motorman, ships' electrician, cook, engineer, and office administration. The office is owned by about 50 shipping companies in Norway, which range in activities such as tugs, supply ships, tankers, bulk ships, standby vessels, anchor handling vessel and passenger ferries. The objectives of the office are to arrange training in the shipping companies according to the training plan that is laid down for the subject.

The purpose of forming Maropp is:

- to ensure future recruitment to the industry
- to provide qualified training of personnel to the industry
- to provide co-ordination between student places and apprentice places
- market the industry to schools, young people and parents
- co-ordinate and implement education of Training Officers / instructors
- enter into contracts with students on behalf of the shipping companies
- follow up teaching conditions on board and ensure that the apprentice receives the correct training

Maropp has the administrative and formal responsibility for the students during the period of training. It is therefore of great importance that the Training Officer on board keeps good contact with the Office.

Maritimt Opplæringskontor Sør/Vest Norge

Postal address: Postboks 132, 5501 Haugesund

Visitor's address: Smedasundet 97b

Telephone: +47 52 70 89 20

Website: www.maropp.no

Email: post@maropp.no

4. The apprentice arrangement

Reform -94 laid the basis for the first apprentices in the able seaman and motorman subjects could come aboard in the autumn of 1996 to begin a 2-year vocational training at sea. The main objective with the apprentice arrangement is to provide students who have completed Upper Secondary 2 Maritime subjects a realistic training at sea. This means building up knowledge, skills and attitudes in layers. After completed training period, the apprentice must take a qualifying examination. Passed qualifying examination will result in a Certificate of Apprenticeship which in its turn qualifies for admission to a maritime college. The Education Act governs and regulates vocational training.

Sketch of the apprentice arrangement:



4.1 Who can become apprentices?

Students who have completed the 2-year Upper Secondary education within the relevant study areas (Upper Secondary 1+Upper Secondary2) can become apprentices.

Able seaman: US 1: Technical and Industrial Production (TIP) or electro subject
US 2: Maritime subjects, in-depth study deck

Motorman: US 1: Technical and Industrial Production (TIP) or electro subject
US 2: Maritime subject, in-depth study engine

Ship's electrician: US1: Electro subjects
US2: Electrical energy

Cook: US1: Restaurant and food subjects
US2: Cook and waiter

Office Adm.: US1: Service and communications
US2: Sales, service and safety

Students who have applied and been awarded an apprentice place through ordinary admission, will be interviewed by MAROPP and a representative from the ship-owners. Amongst other things, the interview is intended to evaluate the applicant's personal attitudes to the career and is in addition to the school's evaluation of grades and absence. In other words it is a total evaluation that is the basis for him/her being awarded an apprentice place. As far as possible, the office attempts to meet the wishes of the students, but it is the ship-owners' notified requirements which govern where the apprentices can be placed.

5. Division of responsibility

The Education Act requires a support network to be established around the apprentice. Below MAROPP has described how this shall be organised and how the organisation can be linked to qualified positions on board and on shore.

5.1 MAROPP' responsibility

MAROPP has the formal and administrative responsibility for the apprentice during the apprenticeship period, including:

- that training is provided in accordance with current laws, regulations and rules
- drawing up an apprenticeship contract with the apprentice – possibly re-place the apprentice
- obtain semi-annual reports, project evaluations and summary of the apprentice meetings
- follow up the apprentices by means of apprentice assemblies and ship visits
- enrol the apprentice to the qualifying examination, arrange the qualifying examination
- supervision of the training locations, report to the Vocational Training Office
- arrange courses for Training Officers / instructors
- recruit students, conduct interviews, communicate apprentices to shipping companies
- inform students, parents, educational system and industry
- recruit member shipping companies
- co-operate with the apprentice and member shipping companies regarding re-placing of the apprentice to another ship-owner for a shorter or longer period of time if necessary

5.2 Responsibility of the shipping company

The shipping company has the employer responsibility for the apprentice during the apprenticeship period, including:

- Providing training in accordance with the training plan for the vocation. This indicates that the shipping company, if necessary, must be willing to exchange the apprentice with another member shipping company in order to complement the practice.
- wages and personnel responsibility (apprentice wages/insurance)/social schemes
- inform MAROPP if training cannot be continued
- decide the number of apprentices taken on by the shipping companies
- select the Training Officer in co-operation with the Captain
- co-ordinate reception / start-up of teaching / change of crew
- prospective change of ship for apprentices internally in the shipping company
- suggestions and feedback to MAROPP
- ensure that the apprentice is given time off to take the qualifying examination

5.3 Responsibility of the Training Officer

A Training Officer shall always be appointed for the apprentice on board. Several vessels have included this element in the QA system onboard. The Education Act requires that the Training Officer shall be appropriately qualified. Everyone who holds positions as described below satisfies the requirements in the Regulations issued by the Maritime Directorate, and are thus qualified for the job. Training and planning of training shall be adapted to the current working situation and apprentice.

Who can be a Training Officer?

For the able seaman apprentice: the Captain or Chief Officer

For the motorman apprentice: the Chief Engineer or 1st assistant Engineer

The Training Officer has work supervisory responsibility for the apprentice during the training period, including:

- receiving the apprentice
- ensuring that the apprentice receives training in accordance with the training plan
- ensuring that training and work tasks are evaluated underway
- drawing up a plan for implementation of the apprenticeship. Which tasks shall be done when? – by whom? – time frame?
- delegating responsibility / tasks to instructors
- ensuring varied work tasks are given to the apprentice
- preparing and submitting semi-annual evaluations of the apprentice
- giving the apprentice time and opportunity to carry out the project assignments
- evaluate project assignments and the work the apprentice performs underway
- proposing re-placing of the apprentice if this is necessary – internally/externally
- reviewing the apprentice's log
- arranging for training in connection with qualifying examination

Note!:

No separate course is required for having the training responsibility for the apprentice, but it is recommended that one takes both the instructor and assessor courses. The course(s) can be taken through MAROPP.

5.4 Responsibility of the Supervisory representative

A supervisory representative shall at all times be appointed for the apprentice. This should be the Main Employee Representative or Employee Representative on board. The supervisory representative is responsible for supervising the apprentice, including:

- seeing that the training conditions onboard are satisfactory
- seeing that a contract of apprenticeship is drawn up
- seeing that training plan is followed together with those professionally responsible
- assist the apprentice in any conflict situations

5.5 Responsibility of the instructor

Deck Officers, Engineer Officers, ship's electrician, Deck- and Engine Ratings with long and all-round experience can function as instructors for the apprentice. Several instructors can co-operate regarding training of the same apprentice. The instructor has the working responsibility for the apprentice during the period of training, including:

- guidance and instruction in connection with the daily work on board
- ensuring that the apprentice performs work tasks in accordance with good seamanship
- co-operating with the Training Officer

5.6 Responsibility of the apprentice

The apprentice must as soon as possible familiarise him-/herself with the modules and objectives in the Training Plan for the subject and the tasks in the log. The apprentice must think through what the objectives mean and what requirements are made.

After having familiarised him-/herself on board and become comfortable with the work routines, the apprentice must sit down with the Training Officer and draw up a plan for systematic training. The log is an important tool for documenting skills and knowledge during the training itself.

The apprentice him/herself is responsible for following the guidelines that are described in the training plan, log and handbook for apprentices.

The apprentice is also responsible for his or her own learning, as well as:

- contributing to creating a good working environment and good co-operation relations
- carrying out project assignments
- complying with rights and duties in relation to the shipping company's instructions/guidelines and the Norwegian Seaman's Act
- familiarising him/herself with the shipping company's work and employment rules
- familiarising him/herself with the procedures described in the ship's safety management system, and comply with them during the daily work on board
- showing interest and initiative in the daily work on board
- participating actively to reach the objectives of the training plan
- keeping the log and having it signed by the Training Officer
- returning a start-up report to MAROPP
- keeping contact with MAROPP during the training period
- attending apprentice meetings, apprentice assemblies

6. On board training

6.1 Training level

Training and planning must be based on the training plan, the log for the apprentice and the opportunities offered by the daily work on board. The apprentice works and learns through the daily work, and the Training Officer is central in the training of the apprentice. However, training can only be done when it does not have a negative effect on the normal operation of the ship, represents a danger to the safety of human life at sea or is a risk for pollution of the marine environment.

It is important to understand that the apprentice is under training to **support level**, while the cadet is under training to the **operational level**. This is in relation to the STCW convention's three designations of the different function levels on board:

Support Level:

Ratings such as able seamen and motormen forming part of navigational- or engine-room watch and having responsibility to carry out maintenance.

Operational Level:

Deck- and Engineer Officers in charge of navigational- or engine-room watch.

Management Level:

Deck- and Engineer Officers holding a Certificate of Competency class 1, 2 or 3.

6.2 What characterises an apprentice?

A normal conception is that learning takes place by a teacher or instructor communicating knowledge, and that the student receives and stores the knowledge. However, most have experienced a certain form of own activity (i.e. thinking or practical work). Learning is work which must be done by the person who is to learn. Learning is also a process which takes place with the person who is to learn. It is therefore very important that arrangements are made in such a manner that the apprentice acquires experience through the practical work on board. Gaining new and various types of experience in the daily work situation is a very important learning resource. It takes place by doing a piece of work and then reflecting over it and analysing what took place, and why it took place. The educationist Dewey called it "learning by doing". In order to ensure that new learning has taken root, it is important to get the apprentice to talk about the theme in his or her own words. Repetition is a good tool. Let the apprentice retell what you have just told or shown him/her.

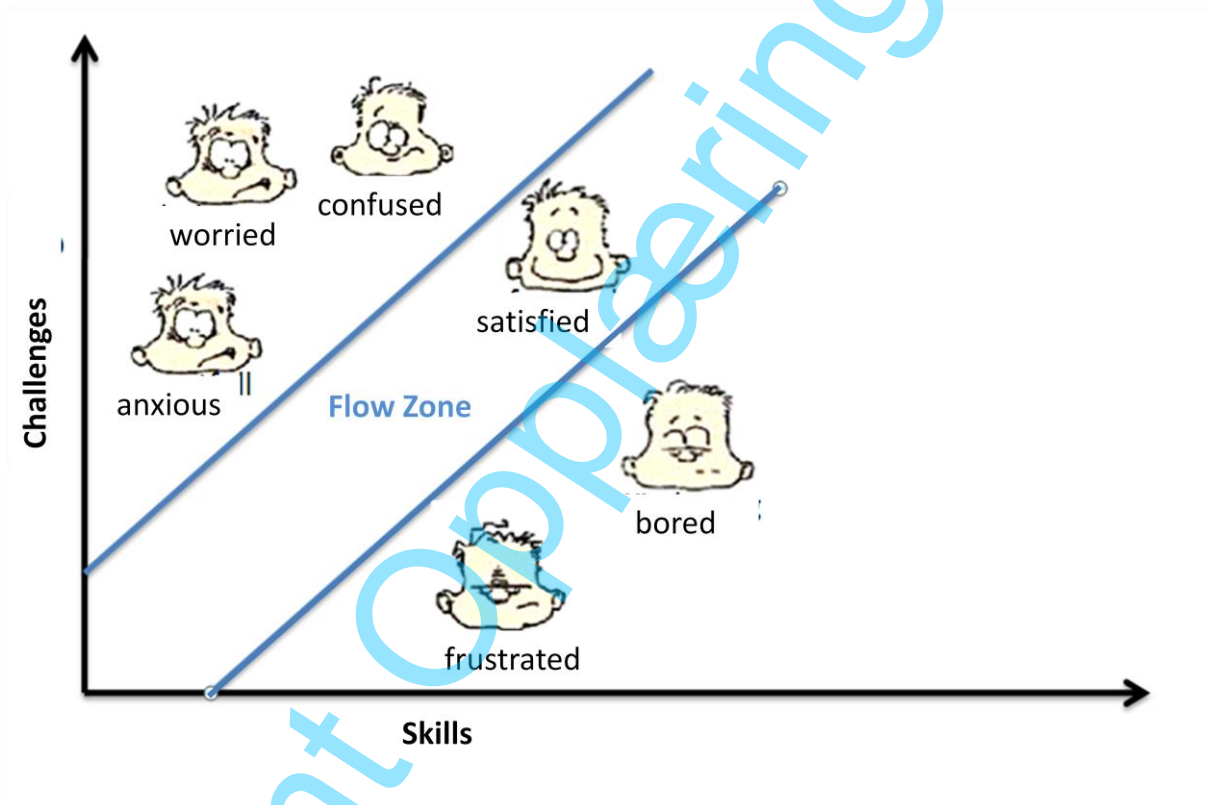
As an aid the Training Officer can ask open questions to encourage reflection:

- What did you do?
- How did you do it?
- Why did you do it like that?
- Who is responsible?
- What equipment did you use?

Flow zone:

Training must be done at the apprentice's level in order for learning to take place. One must first find out what the apprentice already knows and start training from there. If one puts the level too low, it will lead to boredom and frustration. This can also be reflected by the apprentice acquiring a bad attitude. On the other hand, if the level and requirements are too high, it may lead to worry, anxiety and confusion on the part of the apprentice. This can also in turn be reflected in the behaviour and attitude on the part of the apprentice. He/she will perhaps feel easily embarrassed, stressed and may withdraw from the rest of the crew.

If one manages to make up tasks with a balance between challenges and repetitive tasks where the apprentice feels mastery, then one has succeeded with the training.



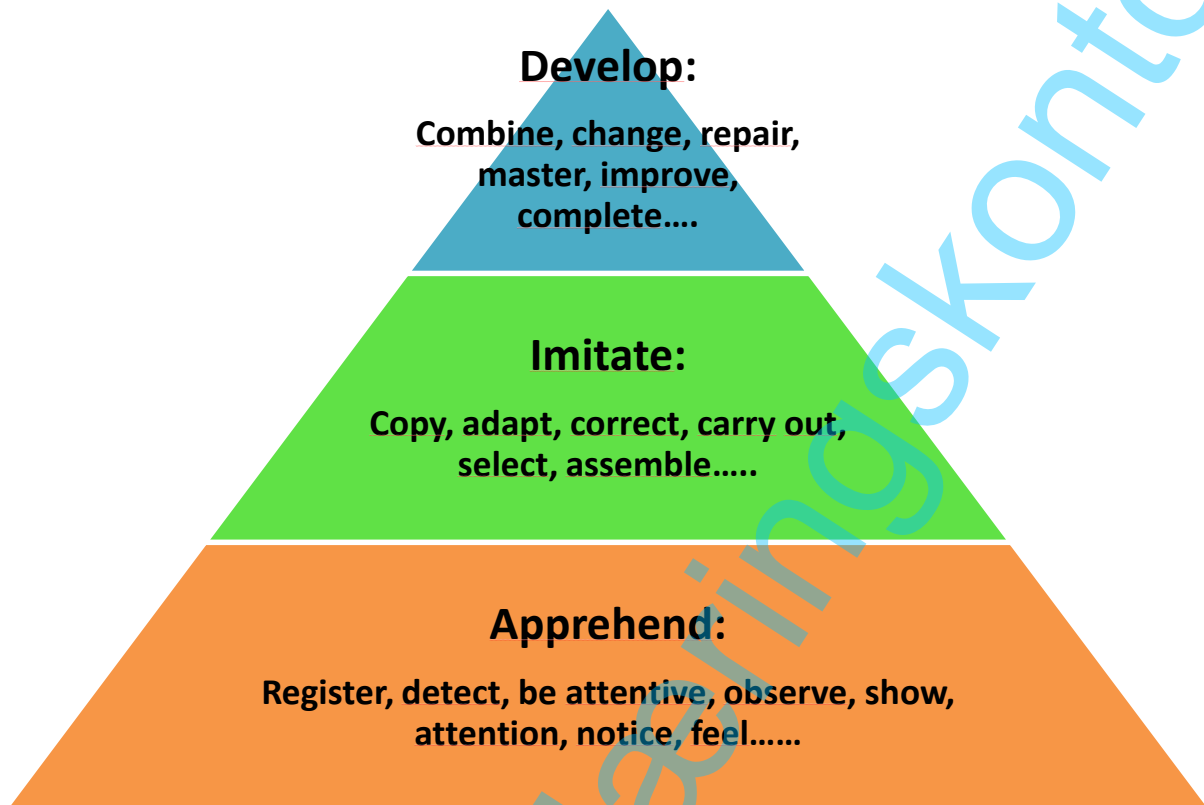
Pointers regarding apprentice's knowledge and skills level:

It is not always easy to know how an apprentice is placed in regards to the objectives he shall reach. Below is found a general and simplified overview of what divides apprentices on a low level (Fail), medium level (Pass) and a high level (Passed with credit).

Level of knowledge:



Level of skills:



6.3 Training plan


It is the training plans for the relevant subject that governs training. In relation to all training plans it is important to know that training plans are objective-steered.

It is reaching the concrete objectives that are important, and not how and in which manner the objectives are reached. Most training plans are easy to follow.

Concerning able seaman and motorman subjects, however, one should remember that the apprentice has completed the theoretical training when he/she comes on board and that the training shall therefore be of a practical nature.

Even though the training plans are divided into objectives, it is not the intention that one shall have worked just as much with all the objectives. However, it is important that there is progress in training, and that the apprentice does not work with the same thing all the time. All objectives shall be reviewed during the training period of 2 years as far as possible.

6.4 Activity plan and deadlines

	1st year of apprenticeship			2nd year of apprenticeship			
Deadlines	August/ September	December	June	November	April	June	
Handing in	Start-up Report	Semi-annual Evaluation no.1 Project assignment no.1	Semi-annual Evaluation no.2 Project assignment no.2	Semi-annual Evaluation no.3 Project assignment no.3	Semi-annual Evaluation no.4 Project assignment no.4	Qualifying Examination	
Log							

6.5 Start-up report

In order to ensure that apprentices are well received when they come on board a new ship, MAROPP has drawn up a simple report with a few important points which the apprentice should have reviewed during the first two weeks on board.

The report shall be filled in by the Training Officer and the apprentice together and forwarded to MAROPP **at the latest 2 weeks after signing on.**

6.6 Overall competence

During the training period, the apprentice shall gain overall competence. This includes the ability to use what he/she has gained of knowledge and skills to solve tasks and problems in work situations. In society and in working life, both professional social competences are required. The apprentice must be able to choose and find his or her way in the swarm of choices that one needs of information, materials and equipment to tackle a challenge. The apprentice must also be able

to plan, implement and evaluate the quality of her or her own work. The ability to develop oneself, as well as the quality of one's work, through learning by one's own experience, is important competence. It is therefore important that the apprentice him- or herself is active in seeking information and learning.

How to gain overall competence:

All tasks that are solved during training will lead to learning. During the training period the apprentice will work with tasks which will affect both professional and personal development. In other words, work is done to build up partial competence on different levels in relation to what the apprentice shall know when the training period is completed. In such contexts it is sensible to undertake many repetitions and hone knowledge. The apprentice's competence as a co-worker, co-operation partner and fellow human being will also be a part of the overall competence and will be evaluated on the same lines with the professional knowledge the apprentice gains.

4 important requirements regarding the competence the apprentice shall gain:

1. Ability to plan:

- What information is needed and where is it found?
- What will the apprentice learn and how?
- Time spent
- Division of work and responsibility

2. The ability to work alone or in co-operation with others by:

- Say what he/she means, submit suggestions and participate in discussions
- Listen to, evaluate and accept the opinions of others
- Follow his/her own plan or a joint plan
- Perform work and use time well

3. The ability to evaluate the result of his or her work:

- What circumstances have been significant to the result?
- How was the task solved?
- Why did he/she choose just that procedure?
- What could have been done differently? (learning from own experience)

4. Ability to be a social contributor:

- Contribute to a positive working environment
- Be including
- Show good attitudes

6.7 Semi-annual evaluation

As a link in quality assurance of the training, the Ministry has decided that the apprentice shall be given a written evaluation at a minimum once every six months. The apprentice shall be evaluated in relation to his or her general development on board. Apprentice meetings are co-worker conversations between the Training Officer/instructor and the apprentice. It would be advantageous if the Captain could take the initiative of being present. During the meeting project assignments, the log and the further training shall be discussed. The Training Officer is free to choose how the meeting shall be conducted.

The meeting should cover the most important themes:

- Independence and responsibility
- Efforts and order
- Performance of work
- Handling of conflicts (minor and great)

The purpose of the meeting is to:

- give the apprentice an opportunity to talk to the Training Officer/instructor about his or her own professional development, motivation and efforts connected to the work with the objectives of the training plan
- give the Training Officer/instructor feedback on the training and learning environment
- give the apprentice and Training Officer/instructor an opportunity to discuss and plan measures for the apprentice's further work
- contribute a good co-operation between the apprentice and the Training Officer/instructor
- put the company in a better position to arrange the training of each apprentice
- create a safe, open and confident relationship between the apprentice and Training Officer/instructor

The forms to be used for evaluation are named "semi-annual evaluation" and are to be found on our website and in the apprentice's training folder.

6.8 Log for the apprentice

It is important to have a well-organised co-operation between everybody involved in training in order for the apprentice to have the best possible benefit from the training period. Structured training will give the best utilisation of the learning time so that the apprentice receives the necessary experience in order to become a competent skilled worker.

It is important to remember that the log is the property and responsibility of the apprentice and that it shall be used for the intended purpose. Active use of the log is one of several assumptions MAROPP has set to sign the apprentice contract. The log must be stored in a safe place since the Training Officer/instructor must be able to use it for planning organisation of the training. The apprentice shall show the log to the Training Officer and to MAROPP upon request.

The largest part of the log shall be signed by the apprentice him or herself. The purpose of the log is so that the apprentice him- or herself keeps control of progress in training. The apprentice shall be able to document what he/she has received training in, or what he/she has not received training in during the training period.

Note!

A part of the training is registration of facts regarding the training ship and its equipment. For this and other tasks it is necessary that the apprentice is given access to different documents including the ship's plans and drawings, hydrostatic data and other relevant information.

6.9 Project assignments

In order to quality assure training, the apprentice is obligated to write 4 project assignments during the training period. The Training Officer shall ensure that the apprentice is given the opportunity to solve these assignments, evaluate them and report/send a copy of the assignments to MAROPP.

Content of the partial assignments:

A project assignment shall be completed each six months the apprentice is under training. The assignments shall deal with different themes, and shall follow the apprentice's development on board. The assignments will have the following themes:

Apprentice able seaman:
Safety Familiarisation
Watchkeeping
Cargo operations
Shipboard operation & maintenance

Apprentice motorman:
Safety Familiarisation
Watchkeeping
Shipboard operation
Maintenance

The best is if the assignments are written about jobs which need to be done on board. In this way the assignment will not only be "situations than can occur", but assignments where the apprentice feels that he or she contributes positively to the operation of the ship.

Suggestions for assignments are to be found on our website: www.maropp.no
They can be used as they appear. We recommend making changes in the assignments so that they are adapted to the ship and operation of the ship as well as possible.

All assignments shall be in three parts

What (planning)	How (accomplishment)	Why (evaluation of task)
Read carefully through the task you have been given from the Training officer. Make a plan and include time consumption, equipment to be used, method, HSE etc.	Describe in your own words how you resolved the job. Feel free to use sketches, illustrations or photos	Describe in your own words why you did choose this method. Did you learn anything? Should you do anything differently the next time?

Completing project assignments:

The job required by the assignment text can be carried out by the apprentice alone, or in co-operation with other apprentices. Any co-operation shall appear on the answer paper. Each apprentice shall nevertheless give an independent and complementary answer to the assignment. The apprentice must show understanding of the theme and professional area. The answer shall contain pictures, figures, and drawings etc. that support the assignment. It is important that the apprentice puts in good work both on the practical and written part of the assignment, since this will be a part of the qualifying examination.

The apprentice will require time for the written part of the assignment. If possible, it is desirable that the Training Officer arranges for the apprentice to work with this during a part of working hours.

If the apprentice has problems with deadlines for the completed assignment, MAROPP shall be contacted.

Deadlines for handing in assignments:

The deadline for completed, evaluated assignment will be:

Project assignment 1: December	}	First year
Project assignment 2: June		
Project assignment 3: December	}	Second year
Project assignment 4: 15 th May		

Note!

The apprentice should do 4 assignments before 15th may. The assignments will give the apprentice the necessary training for the written exam that lies ahead.

A copy of the assignments shall be sent to MAROPP preferably by email: post@maropp.no.

The original shall be stored in the apprentice's own folder and shown upon request by the Training Officer, shipping company or the Qualifying Examinations Board.

Evaluation of partial assignments:

Evaluation of the partial assignment, as well as comments on the assignment, shall be carried out by the apprentice's Training Officer. All three parts shall be evaluated; planning, accomplishment and the documentation part. In the apprentice's documentation (or oral presentation) of his or her assignment, it is the content which shall be emphasised and not how good the apprentice is to communicate in writing or speech. The apprentice shall be familiar with the criteria he or she shall be evaluated against before the assignment begins. Remember to evaluate the apprentice at the level he/she is on at all times, and that the evaluation / feedback promotes learning.

Example of evaluation criteria:

1. Manual dexterity and professional understanding (practical skills)
2. Understanding of the system and use of resources
3. Communication and co-operation
4. Initiative and independence
5. Regard for health, safety and environment (HSE)
6. Efficiency and utilisation of time
7. Use of personal protective equipment/ additional HSE measures
8. Use of the company's routines and procedures (QA system)

7. Certificates

All members of the crew, deck and engine, performing watchkeeping duties on board seagoing vessels shall have a certificate for such watch. The application form is to be found on the Norwegian Maritime Directorate's website www.sjofartsdir.no.

The apprentices must him- or herself see that the form is correctly filled in on board, and send the application directly to the Norwegian Maritime Directorate with the necessary attachments that are required:

- 1 passport photo
- Application form
The apprentice shall accomplish training according to the standard of competence specified in section A-II/4 or A-III/4 of the STCW Code.
- Discharge book
- Valid medical certificate

Note!

Apprentices can not be part of the safe manning during their first year on board.

Application for certificate can only be sent to the Norwegian Maritime Directorate when the apprentice has minimum six months seagoing experience (alternative 1).

An invoice in the amount of NOK 400 will be issued when the application has been registered at the Norwegian Maritime Directorate. This invoice must be paid before the application is considered and any certificate issued.

Note!

Concerning documentation for all types of certificates, please be aware that it must be stamped with a confirmation from a public official/institution that the copies are in accordance with the originals. It can be NAV, the Norwegian Maritime Directorate's stations, Norwegian Foreign Service missions, the ship's Captain or the Police. The certificates are issued for a period of 5 years and must be renewed in good time before the expiry date.

8. ISM and STCW

STCW Convention (The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers) is an international convention which sets qualifying requirements for ships' masters, officers and other watchkeeping personnel on merchant vessels. STCW was approved at a conference in the International Maritime Organisation - IMO in 1978 and came into force in 1984. The rules were greatly extended in 1995.

The STCW Convention of 1978 was the first international convention that established minimum requirements for training, certification and watch systems. Before the STCW Convention this was decided by the authorities of the various countries (the Maritime Directorate in Norway) and the variations were great, both regarding requirements as to competence and procedures, in spite of the fact that shipping is an international industry.

The ISM Code (International Safety Management Code) is a set of rules adopted through [IMO](#) which lays down primary rules for the safe operation of ships.

All vessels over a certain size must comply with the ISM Code by having a valid safety management certificate. Regarding Norwegian ships it applies to cargo vessels over 500 gross tons in foreign trade and for passenger vessels carrying over 12 passengers overseas and 100 passengers on domestic routes.

A series of serious accidents in shipping at the end of the 1980s proved to be caused by human error. In connection with the investigation of the loss of the «Herald of Free Enterprise» this was taken up by Lord Justice Sheen, and he characterised it as «the disease of sloppiness». After a meeting at IMO in October 1989 and after subsequent work, in 1993 IMO adopted the ISM Code, or the International Management Code for the Safe Operation of Ships and for Pollution Prevention, which is its full English name. In 1998 the ISM Code became mandatory.

9. How to provide good training

9.1 How can you be a good Training Officer?

A good Training Officer is first and foremost a person who sees the use and pleasure of having apprentices and cadets connected to his or her company. One must also have the ability to see the potential in the beginner as well as having a professional pride and professional abilities which one wishes to communicate.

As a Training Officer, one must help the apprentice to understand and act both when tasks are successful and when something goes wrong and mistakes occur. It is not enough to understand that something is happening. The apprentice must also understand what is happening and why. Open questions can help here, such as what, why, how, etc.

The Training Officer will be the most important person in the role model for apprentices in the company. **Both through words and actions he/she will show the apprentices:**

- How to perform good workmanship
- How one should behave towards colleagues
- How the company should treat customers/visitors
- How the company emphasises order and tidiness at the workplace
- How the company emphasises HSE
- That everyone is responsible for contributing to improvement and development in the company

Skills which are also important for a Training Officer/instructor to have are:

- Being able to give feedback. The objective is to help the apprentice him or herself to be reflective. The Training Officer shall not be an answer book. Use open questions (what, how, why, which, who.....).
- Being able to encourage and give acknowledgement. A good rule is: Praise in plenary, correction in private! Remember that unfair or non-documented praise can undermine confidence.
- Being able to support, motivate, inspire and cheer on. As time passes and the requirements are increased, support must also be given. It is a sign of confidence to increase requirements!
- Being able to communicate clearly. Clear messages prevent confusion. One must also be able to confront in a secure and good manner, and be distinctive when necessary.
- Being able to handle opposition and meet it with an I-message: "I feel that....."

- Being able to handle regression by giving support and follow-up. This also includes contacting others in the company or at MAROPP who can follow up.
- Being able to assign varying tasks so that the whole of the training plan is covered. Pure repetition can be stultifying. If some tasks must nevertheless be repeated, then add challenges which will encourage the student to continuously produce a better product, improve work technique, master the task with less support, perform the task quicker, etc.
- Being able to follow the rules and attitudes which one tries to communicate to the student: "Do as you preach."
- Being able to set aside a little time each week (10 min.) to review the log together with the apprentice and to draw up a plan for the next period, as well as chat a little about this week's learning.

Nevertheless, the most important thing is to create a secure learning environment. Good communication, clear tasks and evaluation criteria, openness as well as a good dose of humour will contribute to create a good learning environment. If a Training Officer finds out where the apprentice stands regarding professional knowledge and makes challenges based on this position, the apprentice will experience mastery. This in its turn will contribute to creating a positive learning environment as well as increase self-confidence.

9.2 Courses for Training Officers and Assessors

MAROPP holds several 1–2 day courses annually for Training Officers, instructors and assessors. Member companies are informed by separate letter regarding time and place for courses. Registration must take place via the shipping company. The shipping company will then be able to register their employees via our website www.maropp.no. Dates for such courses will be available on our website all year round.

9.3 The role of the Assessor (only applicable for training of cadets)

The Assessor is the person functioning as the censor for cadet training. The Training Officer for apprentices does not need to take an Assessor course, but it is recommended.

Each theme in the registration book that is completed by the cadet shall be tested by the Assessor by conversations or practical assignments. If the Assessor is satisfied with the answer, he will sign the book indicating that the theme is approved. The Assessor shall not sign if he is of the opinion that the cadet should have a better understanding of the theme. Rather, the Assessor should give his opinion on this and take the theme up again at the next conversation.

The best thing would be if there is an Assessor on each ship that has cadets on board. In this way the cadet will be able to have frequent conversations with the assessor and thereby frequent lining out in the registration book. If the ship does not have an Assessor on board, the shipping company must ensure that the cadet meets one of the company's assessors during free time and get his/her evaluation there. Alternatively, the company must send out an approved Assessor to the ship in order to carry out the evaluation.

Note!

The Training Officer on board and the Assessor for the cadets CANNOT be the same person.

9.4 The shipping company's arrangement of good training

The most successful companies put their best people on guidance of new employees. This is because in every apprentice they see a future key person in the company. They therefore wish to build up the competence of the new employee with the habits, attitudes, working style, and professional level which is found among the best people in the company. Such a company sees the potential in the training positions and they have a clear understanding of what it entails to have apprentices.

Shipping companies wishing to arrange for good training should:

- Have a management that understands what it means to have apprentices and that understands the positive outward impression this gives of the company ("training is important to us")
- Be clear inwards in the company that one wishes to be a good training place for new employees. This should be something all employees have as an objective to work towards.
- Have a permanent contact person whom the apprentices and cadets know and can contact
- Have a good reception of the apprentices. This should include a tour of the company, introduction to the closest co-workers as well as a conversation with the Training Officer in the company regarding further training.
- Have a systematic plan for training which includes varied tasks and which follows the training plans
- Have a culture and system for continuous improvement of the training system in the company
- Give advice and support to the Training Officer and instructors about how they shall handle the role, but at the same time make demands on them regarding the content of the training
- Make arrangements so that the employees are given the necessary training they require to improve their competence in guidance and evaluation, as well as give them time to carry out training
- Co-operate with apprentices and cadets to create security and association, as well as give them clear feedback

9.5 Contribution by the apprentice

No learning will take place if the apprentice he or she does not show interest or has a wish to learn. The apprentice is obligated to carry out the training the company offers. Log as well as project assignments shall be completed within the set deadlines. Interest, willingness to learn, good humour and a positive attitude will help to create a good learning environment and good communication between the apprentice and the Training Officer/instructors on board. This will in its turn lead to better training for the apprentice.

9.6 When problems arise

From time to time, apprentices will turn up who do not manage to follow the rules laid down. MAROPP and the apprentice's contact person shall be informed regarding this. The matter must in the first instance be taken up with the next-in-line supervisor on board. If the apprentice does not improve after oral and then written warnings, MAROPP and the shipping company will consider cancellation of the apprenticeship.

In some cases it is not the apprentice that is the problem, but the chemistry between the Training Officer/instructor and the apprentice. In the first instance this must be handled by the Captain on board. If it is seen that the Training Officer or instructor does not wish to perform training, the shipping company must evaluate whether that person shall be given training so that he/she feels that they can master a training situation, or whether the apprentice should be assigned another person as Training Officer /instructor.

It is important that the Training Officer does not let a long period of time elapse before he or she reports problems. Don't wait until the next trip and hope that the problem has disappeared. Tackle it immediately. If you need guidance, contact the Training Officer in the company or MAROPP. It is generally due to communication problems which are easily solved.

10. Qualifying examination

MAROPP is responsible for entering the apprentices for the qualifying examination. Entry takes place to the Vocational Training Office in the County in which MAROPP is located. Entry takes place in the May while the qualifying examination itself is held in the middle of August. It is also possible to take the qualifying examination in November/December.