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1.0 Skoleskibet DANMARK – Training Ship DENMARK

1.1 Kvalitetsmålsætning og politik – Quality objective and Policy

Objective

It is the Training Ship DENMARK's objective to maintain an active learning environment where everyone - crew and trainees - have a responsibility to create common learning outcomes, which increases both professional and social skills.

General quality policy

To attain the objective it is important:

- That everybody sees the quality work as a common task.
- That everybody shows high quality awareness.
- To correct flaws and errors as early as possible.
- That the individual crew member has the necessary prerequisites and qualifications to perform their specific tasks.

Quality management

To manage quality, it is important:

- To implement quality improvements continuously to maintain an effective quality management.
- To pass the right information to the relevant personnel in the organization.
- That the resources - lessons - will be distributed to each subject so that the program as a whole is optimal.
- That the teaching is planned and managed according to plan.
- That the quality management system is introduced to the crew before the students sign on.
- That the individual crewmember is familiar with the ship's quality system.
- That the individual instructor/teacher is responsible for the quality of their teaching.

Organisation and staff

Regarding the area of organization and staff it is important:

- To systematically introduce new employees to the organization.

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1.2 Skoleskibets pædagogiske værdier – The Training Ships focal points on education

1. Purpose

The purpose of this procedure is to provide a standard mindset for the crew and trainees, in order to achieve the best possible outcome of the teaching onboard the vessel.

2. Use

This procedure applies to all voyages.

3. Basis

The Training Ship DANMARK's primary characteristic as a learning environment is learning by doing. Consequently everyone aims at gathering, sharing and distributing information, knowledge and experiences. Furthermore the learning environment onboard is characterized by day to day learning options in numerous situations. Everyone should take responsibility for own actions. Thus will "responsibility"- in crew as well as trainees - be the primary management guide onboard.

4. Focal points

"No blame policy". Errors should not be hidden, but highlighted as lessons learned. Then flaws and errors will gradually be reduced.

However safety onboard will always have the highest priority and in this point no errors can be accepted. As far as safety goes, control has precedence over confidence.

Loyalty, commitment an interest in all the ships daily routines and training is an inflexible demand to the crew as well as the trainees.

Trust creates trust. Demands and positive expectations are requirements necessary to form active trainees and employees. Under the right circumstances, human beings behave as active, committed and responsible; and they want to learn. With expectations of mutual consideration and respect for each other, and the various diversities – everyone is encouraged to present their contribution to solutions on a daily basis.

Co-responsibility for personal learning. Learning includes changing and the learning environment must aim for that everyone takes responsibility for their own learning. It is vital to enhance and support the trainees learning skills.

An open and forthright learning environment nurtures influence, activity and participation.

Influence and the possibilities to exercise skills are increasing motivation. Enhancing an open learning environment, mental blocks are minimized and furthermore the quality level of feedback is improved. An open and forthright learning environment will contribute to the enforcement of self esteem and – confidence in everyone.

Differentiation in teaching requires both that the teacher aim at knowing the individual trainees qualifications and creates the necessary individualized support, as contribution to increasing the learning.

Social skills are primarily developed by the process of working together.

Work functions as MOB drills, group work, handling sails, rigging and manoeuvring the vessel are splendid as means to exercise the ability to cooperate and make a team effort.

Imitating a role model – is a widespread teaching method. Consequently the crew onboard must set good examples. This also applies to situations where an individual crewmember has the opportunity to show expectations as a whole to quality standards and efficiency.

We focus on successful education – and try to raise the professional level by applying appropriate quality standards.

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2.0 Procedurer – Procedures

2.1 Skibsledelsens evaluering – Ship’s management’s assessment

1. Purpose

The purpose of this procedure is to assess the suitability and efficiency of the Q-system in order to achieve the objectives and policies for the ship.

2. Use

The procedure applies to all parts of the Q-system related to the Training Ship DANMARK – including all relevant appendixes, annexes, handbooks, guides etc.

3. Definitions

4. Basis, references and appendixes

BEK nr. 1373 af 16. december 2009 Bekendtgørelse om godkendelse og kvalitetssikring m.v. af maritime uddannelser.

Departmental order from The Danish Ministry of Education and Science regarding Approval and quality assurance of maritime educations.

5. Procedure

The entire Q-system is to be assessed once a year. The ship’s management and the Q-coordinator assistant monitor and assess the Q- system.

In the beginning of each voyage, the conclusion from the previous voyages’ assessments (trainees and crew alike) is gone through and it is determined which changes and amendments has to be done in order to develop and improve the quality on board. These discussions have to be documented.

The ships management assesses the Q-system regarding:

- Non-compliances and improvement suggestions.
- Up dates according to new laws, rules, teaching materials, commercial contacts, departmental orders etc.
- Internal and external audit reports.
- Trainees evaluation of the teaching in single topics/subjects.
- Assessment of the educational objectives achieved.
- Assessment of Q-objectives and –policies achieved.

At approximately mid-voyage a verbal mid-voyage assessment is conducted with the trainees. The conclusions derived from the assessment is presented to the crew. Furthermore the crew is also making a verbal mid-voyage assessment, where the overall teaching and educational level is debated, including activity level and professional skills.

At the end of each voyage a voyage assessment is made by all trainees as well as all crewmembers. The conclusions derived from the assessments is presented to the crew at an “assessment meeting”. During this session the crewmembers have the opportunity to discuss - and make additional contributes to the assessment.

All assessments have to be documented by a summary describing any necessary steps seen or taken in order to secure an efficient and up to date Q-system.

These summaries must remain in the system for 2 years. Afterwards the summaries can be deleted, as long as they don’t contain information of relevance.

6. Responsibility

The Captain is responsible for the adherence to this procedure.

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2.2 Procedure for elevudvælgelse til Skoleskibet – Selection of trainees for the Training Ship

1. Purpose

The purpose of this procedure is to optimize the selection process by providing the best possible basis for the suited applicants for the basic training at MARTEC and the DANMARK.

Objective: To secure that the applicants, who are assumed to have a sincere wish to continue their maritime career, gains advantage in the process.

2. Use

This procedure applies to the employees at MARTEC, and the crewmembers from the DANMARK, who are involved in the interview of the applicants.

3. Definitions

Structured interview: A written interview/assessment that optimizes and uniform manner of judging and selecting the applicants.

4. Basis, references and appendixes

Appendix 1 - Interview guide (Optional)

Appendix 2 - Interview form

5. Procedure

Applications are read and sorted in two groups: 1. Applicants suited for personal interview (applicants who fulfill the admission criterias). 2. Not suited applicants.

The assessment is based on skills, references/school reports and the applicants own reasons for wanting to participate. Social skills are considered as vital as professional skills.

A letter of refusal are mailed to the applicants who does not fulfill the admission criterias.

Suited applicants are invited to an interview. In order to reduce travel expenses for the applicants, the interviews are conducted in Copenhagen, Fredericia, Aarhus and at MARTEC. The applicants' home address is the key to the interview location.

Applicants living in distant places, i.e. the Faeroe Islands, Greenland or in foreign countries will be interviewed via telephone.

The applicants must confirm that they will attend the interview. All interviews are registered in the outlook calender with the name of the applicant.

After the interview the applicants are divided in three groups:

1 – Applicants who can be accepted now.

2 – Applicants suited for acceptance, but must wait to have the final answer after application deadline.

3 – Applicants to be declined now.

The office assistant will send an e-mail to the applicants.

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Performance of the interview:

The relevant applications are read prior to the interview.

When all the interviews are done, the interview forms are compared. The 81 applicants with the highest scores and with an interest of a future career at sea, are chosen as trainees. Furthermore, a suitable number of applicants are selected as reserves.

In any case of doubt about skills and abilities, the remarks on the interview form should be taken into consideration.

The 81 trainees receive a letter of admission by mail together with the information pamphlet for the voyage. Reserve applicants receive a special letter. All others interviewed receive a letter of refusal.

6. Responsibility

The superintendent and the office assistant are responsible for:

- Keeping deadlines.
- Mailing letters to applicants.
- Sorting of applicants in the three categories (suited – possibly suited – not suited).

The office assistant is responsible for:

- All registration of applicants/trainees.
- Dividing applicants geographically.
- The schedules for the interviews.
- Initial handling of complaints from the interviewed. Severe complaints will be sent to the superintendent.

The superintendent is responsible for:

- The preparation and utilization of the interview guide and form as well as the execution of the interviews.
- The final and decisive selection.
- To inform the Captain about applicants with special needs or demands.

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Appendix 1 – Interview Guide

The interview is divided in two parts:

1 – The personal part where the applicant talks, answer questions ect.

2 – The information part where the interviewer tells about the education, rules etc. During this part of the interview there can be more applicants present.

The interview can be conducted in different ways.

One way to conduct the interview:

- Ask the applicant to tell about him-/herself in general
- Plans for the future education and job
- Spare time activities
- Expectations for the voyage

Another way to conduct the interview is to select some of the questions below:

Introduction: Please make a short introduction of yourself.

Why do you want to be a trainee on The DANMARK, and how well acquainted are you with the ship?

What do you expect to gain from a journey with the DANMARK and the basic workshop course at MARTEC?

Personality:

What would your strong sides be?

Which qualities in a human being do you prefer?

How would you describe your own temper?

What's annoying you, when working together with others, and why?

How would you define co-operation?

How would your friends describe you?

School:

What is the best part of attending a school?

What don't you like about going to school?

What's your preference: Theory or practice?

What's been hardest/ difficult about your previous schooling?

If any (spare time) occupation:

How many hours do you work?

Describe a typical day at work?

What's the best part of your work?

What's the worst part of your work?

What's your view on routine work?

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Are there people with whom you find it difficult to co-operate?

What are your preferences: Co-operation with others or working in solitude?

Military service (If applicable):

Why did you join the armed forces? How did you find your time there?

Private life:

Do you have any hobbies or spare time activities?

How is your typical weekend?

Do you drink any alcoholic beverages? Frequency (How often)? Quantity (How much)?

When the ship is alongside, as well as when it's at sea, there will be strict bedtime rules! Can you cope with that?

Can you handle being away from home for several months? How?

How would you feel about, living in a confined space with 39 other persons?

Match of expectations:

Important to emphasize:

- Payment – How much and when to pay
- Schedule
- Uniform
- Physical skills
- Onboard there are rules* for (almost) everything, and we expect them to be followed!
Group of rules: Safety, ambassador and 95 people on board. Alcohol and drugs. (* Smoking, standing, dressing, walking, talking, sleeping, drinking, chewing, etc.)
- The theoretical teaching of various topics is an essential part of the education onboard.
- The basic workshop training at MARTEC is part of the education including training during weekends and during the evenings.

Future:

How do you expect your future to be?

If you join the DANMARK as a trainee, what will happen later on?

If you don't join the DANMARK as a trainee, what will happen later on?

If you could choose freely, which education would you want then?

Are there any questions you've anticipated, that I haven't asked yet?

Are you still interested in becoming a trainee? (If not: Why?)

Do you have any further questions?

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Appendix 2 – Interview Form

Name of applicant:	Date:
	Interviewer:

	1	2	3	
Previous education/occupation				
Initial impression				
Physical constitution				
Hobbies / spare time activities				
Behaviour / social skills				
Validity / determination				
Future aspirations				
General impression				
Number of marks				
Factor	1	2	3	Grand Total
Total score (number x factor)				
English abilities				
Messhead abilities				
Siblings?				

Remarks:

Filling the form:

Column 1: Mark if the subject seems small/not good/unaccounted for
 Column 2: Mark if the subject seems medium/adequate/accounted for
 Column 3: Mark if the subject seems large/very good/very well considered

“Future aspirations” should be marked in column 3, if the applicant seems to have a severe hope for a maritime career.

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2.3 Procedure for nummerfordeling på Skoleskibet – Assignment of trainees numbers on the Training Ship

1. Purpose

The purpose of this procedure is to mix the trainees in each quarter.

2. Use

The procedure applies to the preparation of each voyage.

3. Definitions

Trainee number:

A number between 1 and 82, acting as identification, and thus representing a specific trainee throughout the voyage, in terms of muster plans, watch plans etc.

Mess Head:

The lowest numbered trainee in each mess. This trainee is responsible for reporting the mess at musters, and that meals, laundry and other areas of common interest are dealt with in an orderly manner.

The selection Mess Head is described below.

4. Basis, references and appendixes

5. Procedure

When the trainees for the coming voyage have been selected, they are distributed in the quarters, with respect to the following guidelines:

- The lowest number in each mess is assigned trainees assumed to have the qualities as Mess Head.

The following subjects are taken into consideration:

- The general impression given during the interview
- The trainee's age
- The trainee's experience from work, previous education, military service, or instructor duties in sports clubs etc.
- The mixture of genders between the Mess Heads, should be in proportion to the mix in the entire group of trainees

Assignment of other trainees:

- The mixture of genders in each mess, should be in proportion to the mix in the entire group of trainees
- An equal distribution in each mess regarding:
 - Educational level
 - Age
 - Physical appearance (height/weight/strength)
 - Geographical origin

6. Responsibility

The Chief mate is responsible the adherence to this procedure.

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2.4 Procedure for prøveafholdelse og bedømmelse – Examinations and assessments

1. Purpose

The purpose of this procedure is to assess all trainees' knowledge, competencies and skills in an objective and just way.

2. Use

The procedure applies to all examinations and assessments onboard the DANMARK.

3. Definitions

Education is any kind of scheduled teaching, performed in order to give the trainees knowledge, competencies, and skills as given in education- and teaching programs.

Assessment is a judgement of to which degree the trainee has earned the knowledge, competencies, and skills stated in education and teaching programs.

The marks are given from the 12-scale, or as passed/not passed.

Tests resulting in the mark 2 or above can not be retaken.

Tests resulting in the marks 00 or -3, indicates that the subject is failed. This also adheres when subjects are carried out and tested in modules.

4. Basis, references and appendixes.

Departmental order on tests and examinations from the Danish Ministry of Education and Science:

[BEK nr. 1585 af 13. december 2016 Bekendtgørelse om prøver i de maritime uddannelser](#)

5. Procedure

Every topic, module or part has to be assessed and passed separately.

When assessing the results, it must be assured that the trainees get a fair and just treatment and that their marking are within the rules.

Assessment can be done by:

- Tests
- continuous watching
- Merit
- A combination of the above mentioned

Tests are individual.

If a written test is failed, the trainee have opportunity to choose, if the re-examination shall be in written or verbal form.

Tests can be carried out as internal or external tests. The ship's management has to secure an assignment of censors, when planning exams.

When the education is of 10 weeks duration or more, there has to be an external test, at least in safety topics.

Every single instructor is responsible for planning, conducting and documenting the test in cooperation with the ship's Q assistant, who also has to approve the individual test form and any material related to the test.

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The Q assistant must in co-operation with the Chief mate:

- Determine the scheduling of the tests in the education, including test forms, numbers and the choice between tests (if applicable).

- Determine the conditions of the test, including the time consumption and relevant aids.

The Q assistant must assure that the contents and conditions of the tests are in adherence with the objectives and purpose of the education.

In the beginning of the education, all instructors must inform the trainees about the above mentioned points.

Before a test, the instructor has to inform the trainees about the conditions, including the costs of cheating, failing to attend, use of computers and any special conditions.

The examiner and censor (if any) must take notes in addition to the marking, this to be used for a statement in case of complaints.

In handling complaints, the departmental order Chapter 13 complies.

If a trainee's is sick or ill, the trainee will be given another opportunity to do the test.

The teacher/instructor is responsible for the registration of all marks including date and name(s) of examiner (and censor, if applicable).

The Q assistant is responsible for the filing of all forms for a duration of two years.

The Q assistant is responsible for the preparation of a sheet with all marks and ratings. This sheet is forwarded to the administration at MARTEC, who later will issue the diplomas.

6. Responsibility

The Q assistant is responsible for the adherence to this procedure.

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2.5 Procedure for undervisningskemaer – Preparation of timetables

1. Purpose

The purpose is to distribute the hours of teaching during the voyage in order to keep the daily routines, keep everyone busy, to adhere to the teaching programs as well as the crew's needed resting time.

2. Use

This procedure applies to the training ship DANMARK.

3. Definitions

4. Basis, references and appendixes

Teaching Programme for Ships assistants – Basic module Training Ship DANMARK Version 1.0

5. Procedure

The Chief mate and the Q-assistant must adapt the teaching timetable to the actual situation (day sailing/continuous sailing etc.).

The timetable should clearly show the pattern of all quarters, the officers' watch- and teaching schedules.

The timetable must be presented to the crew at the beginning of the voyage.

6. Responsibility

The Chief mate has the overall responsibility for adherence to this procedure.

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2.6 Procedure for forløbsplaner – Lesson schedules

1. Purpose

This procedure applies when preparing lessons schedules for each topic.

The lesson schedules contributes to the structure and the completion of the teaching in each topic. Working from the lessons schedule helps the instructor/teacher in controlling and documenting the teaching in each topic

Objectives for the topics are described in Teaching Programme for Ships assistants – Basic module Training Ship DANMARK Version 1.0.

The described objectives are decisive in determining whether the trainees have achieved the necessary skills, the number of assigned lessons are not.

The instructor/teacher must attempt to reach the objectives of the topic in the lessons schedule. The Q-assistant must be contacted, if this task is considered unachievable.

2. Use

Education and teaching programmes as mentioned above is the foundation for the preparation of lessons schedules on the DANMARK. Thus the lessons schedule contains all the topic's contents in the planned teaching process. The prepared lessons schedule is not binding in terms of single topics and the progress of the teaching. The instructor must as a minimum reach the objectives set in the lessons schedule. The Q-assistant must be contacted, if this task is considered unachievable.

3. Definitions

4. Basis, references and appendixes

Appendix 1 - Lessons schedule.

This form is also found on the ship's server.

5. Procedure

Lessons schedules are made for each topic.

The duration of a lesson is 45 min. Two or more lessons can be described as one as long as the lessons numbers appear.

A lessons schedule should be prepared in such details, that any other instructor/teacher might take over and complete the teaching.

The relevant themes derived from the teaching programme have to be presented in the schedule. The number of lessons should be compared to the single topics and themes to conclude whether or not the objectives are accessible according to the schedule.

The year, the topic, the instructors name and the date of forwarding to the Q-assistant must be noted down.

Contents:

The chain of single topics should be arranged, to be supported by other activities during the voyage e.g. boating (safety at sea), excursions to merchant vessels (marine technology) etc. Such activities should be noted down on appendixes or checklists.

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Objectives and taxonomy:

The lesson's objective is described. The instructor should note the end state, and to which degree the subject/skills should be taught.

Use if possible the taxonomy presented in the teaching programme.

Teaching methods and - aids:

The instructor/teacher should aim to present the teaching method and the –aids. Thus it is implied how the teaching will be carried out.

Following abbreviations can be used:

Teaching method

L = Lecture

D = Dialogue

G = Group work

I = Individual work

D = Demonstration

Ps = Project/Problem solving

P = Project

E = Exercise

P = practical instruction

C = Case

PR= Practices

PP= Power Point

Teaching aids

WB = White board

OH = Overhead Projector

MA = Magazines

IT = Internet/mail

GA = Games

MO = Model

VI = Video

FO = Flip over

TX = Textbooks

A = Articles

SC = Framework

The Q-assistant is available for questions and the preparation of lessons schedules.

Deviations / non-compliance:

If the teaching does not comply with the programme, a non-compliance form should be forwarded to the Q-assistant, containing a suggestion for a remedy. This should be observed in all relevant situations.

Filing:

Lessons Schedules are filed in the "Q"- folder in the radio room. These schedules are continuously updated with time, date and comments after each lesson in order to facilitate an assessment of the accomplished teaching. Comments are: rearrangements of subjects, trainees not attending, use of other instructors etc. Thus these Lessons schedules are to be considered as a school register.

At the beginning of each voyage, the lessons schedules should be revised by the instructor/teacher.

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6. Responsibility

Each instructor/teacher is responsible for preparing, and forwarding the lessons schedule to the Q-assistant.

The Q-assistant is responsible for:

- Forwarding the lesson schedules to the head of maritime educations.
- Filing the lessons schedules in the "Q"-folder in the radio station.
- Topic distribution plan.
- Timetable with expected number of lessons.

The Chief mate is responsible for:

- Watch schedule.

In the topic "watch keeping duty" the watch schedule is to be considered as lessons schedule. Watch schedules are placed in the folder "watch schedules" and placed in the deck office.

A crewmember is assigned at the beginning of a voyage as caretaker of the watch schedules.

The Duty trainee logs positions and relevant navigational data in the trainee log folder.

This folder is placed in the chartroom. Responsible: Officer of the watch.

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Appendix 1 - Lessons Schedule

Administrative references			
Teacher/Instructor		Teaching materials	
Education	Ships assistant – Basic Module		
Order/Law/Requirement	Ministerial Order no. 787 of 20.06.2014		
Module/Topic			
Number of lessons			
Valid from			

Description of lesson schedule							
Theory	Topic	Taxonomy	Planned lessons	Completed lessons	Completed date	Teaching method	Teaching aid
Practical training							
Assignments							

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Deviations, suggestions for improvements and other comments

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ASSESSMENT OF THE TEACHING (Trainees)
Does the planning of the teaching facilitate the designated objectives:
Is allocated time suitable:
Teaching methods:
Teaching aids:
Trainee's own effort:
Is the teaching up to date interesting, important, and useful:

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ASSESSMENT OF THE TEACHING (Teacher/Instructor)	

The teacher or one of the trainees, write a short referendum of the points discussed, and on any agreement on changes in the methods or topics.

The referendum is then signed by the teacher and two representatives.

Trainee

Trainee

Teacher

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2.7 Procedure for elevudtalelser – Written statement on trainees

1. Purpose

Apart from the final diploma and marks in professional skills, a written statement is made on every single trainee's social skills and competencies.

The written statement should express the characteristics of the trainee's personality and conduct. The statement cannot contain phrases or expressions of a negative nature.

The overall impression of the statement cannot be negative either.

2. Use

This procedure applies to the Training Ship DANMARK.

3. Definitions

4. Basis, references and appendixes

Appendix 1 - Head words of personal competencies.

Appendix 2 - Assessment form, Statement about trainees.

The Captain compiles and combines the wording in the assessment form to a final written statement. If needed, the Captain can involve other crewmembers in this work.

The written statement is handed to every single trainee at the end of the voyage.

The statement is considered to be part of the trainees' graduation papers, and therefore a copy has to be filed at MARTEC.

5. Procedure

Approximately midterm the Captain has a conversation with each trainee.

The conversation is - among other things - about the trainee's motive of being on board, as well as the trainee's wellbeing and behavior. If needed, more crewmembers can participate during the interviews. Assessments and judgements from the crew can be used during the interview.

The interview is ended with a consensus like discussion of the trainee's: personal characteristics, weak- and strong sides, and potentials.

At the end of the voyage the crew participates in an assessment of each trainee, prepared as head words of personal competencies. The assessments are made by a varied group of 3-5 crewmembers, and it should be attempted to get the most crewmembers to contribute.

6. Responsibility

The Captain is responsible for the adherence to this procedure.

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Appendix 1 - Head words of personal competences

Active	Curious	Ingenious	Quiet
Admired	Decisive	Innovative	Reliable
Adventurous	Dependable	Inquiring	Respectful
Alert	Determined	Inspiring	Responsible
Ambitious	Disciplined	Interested	Righteous
Amusing	Dominating	Interpersonal skilled	Self-assured
Analytic	Dynamic	Introvert	Self-confident
Anarchistic	Eager	Inventive	Sincere
Apt	Enduring	Investigative	Sociable
Argumentative	Energetic	Jovial	Spontaneous
Artistic	Enterprising	Just	Stable
Authoritative	Even-tempered	Light hearted	Straightforward
Brave	Extrovert	Listener	Striving
Bright	Flexible	Lively	Structured
Brilliant	Frank	Loyal	Stubborn
Calm	Friendly	Mature	Sympathetic
Careful	Funny	Meticulous	Tact
Cheerful	Gallant	Nice	Talkative
Civil	Generous	No-nonsense	Team spirited
Clever	Glad	Open	Thorough
Co operative	Good friend	Ordinary	Thoughtful
Committed	Gracious	Organized	Trusting
Communicative	Hard working	Patient	Understanding
Competitive	Harmonic	Peaceable	Unpretentious
Composed	Helpful	Persistent	Unselfish
Confident	Honest	Polite	Versatile
Conflict solving	Humorous	Popular	Vigorous
Conscientious	Imaginative	Positive	Well informed
Considerate	Impulsive	Pragmatic	Well-balanced
Courteous	Independent	Proud	Wilful
Creative	Industrious	Quick	Witty

The above list is a guide to words that might characterize the trainee. Choose as a minimum 6 words, 10 words is the upper limit.

Avoid negative words or phrases.

Voting on the words is unacceptable. The chosen words will be used in a statement, describing the trainee.

The words can be enhanced or degraded by using: some, in a degree, to some extent, very, severely, generally, considerable etc. Short, broad characteristics can be chosen i.e.: wide range of professional skills, mainly theorist, mostly practician etc.

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Appendix 2 - Assessment form, Statement about trainees

Assessment made by:

Date: Year:

Trainee number:

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2.8 Procedure for vedligeholdelse af mapper – Procedure for maintenance of binders

1. Purpose

The purpose of this procedure is to ensure that binders relating to the quality system aboard the Training Ship DANMARK, are maintained.

2. Scope

The procedure applies to the following binders:

Binder	Location	Responsible
Voyage assessments	Captain's chamber	Captain
Trainee data	Captain's chamber	Captain
Know your Ship	Captain's chamber	Captain
Quality Manual	Radio Station	Q-coordinator assistant
Lesson schedules	Radio Station	Q-coordinator assistant
Evaluations of teaching	Radio Station	Q-coordinator assistant
Audit reports	Radio Station	Q-coordinator assistant
Non compliance reports	Radio Station	Q-coordinator assistant
Written tests / examinations	Radio Station	Q-coordinator assistant

3. Definitions

4. Basis, references and appendixes

Q Section 1 - General, Document 2.4 Administration of the quality system document.

5. Procedure

In the beginning of each voyage all binders are checked, to make sure they are updated and contain the correct documents.

6. Responsibility

The Quality coordinator assistant is responsible for the adherence to this procedure.

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2.9 Procedure for evaluering af undervisningsfag – Assessment of the teaching in individual topics

1. Purpose

The purpose of this procedure is to ensure that the quality of the teaching is assessed on a regular basis. The purpose is further more to make sure that the results of the assessments are documented in an appropriate way, as well as ensure that a necessary adjustment will take place if needed.

2. Use

The procedure applies to the Training ship DANMARK.

3. Definitions

Assessment of topics includes questions regarding:

- If the planning facilitates the designated objectives.
- If the teaching is interesting, important, and useful.
- If the teaching is facilitating stronger and weaker trainees alike.
- If the teaching is up to date.
- If the aids, material etc. is satisfying
- If the time allocated is suitable.
- Any other area within the teaching, which is significant.

4. Basis, references and appendixes

5. Procedure (suggestion)

When teaching in quarters, the trainees can be split up in two teams, (e.g. messes). Both teams then have to select a moderator, whereupon the teacher gives an instruction in the procedure and its purpose. The two teams should then discuss the teaching in approximately 15 minutes, without the teacher being present.

The moderators will give the feed back from each group, and other trainees may supply with additional information. The teacher takes notes, without arguing or defending the points. After the feedback, the teacher can ask questions in order to clarify the points and their importance, in order to prepare amendments if needed. The teacher should stay focused, interrogative and interested.

If the trainees' comments, in the teachers opinion, are unimportant, absurd, irrational or impossible to deal with in any way, this must be explained (if at all) in a calm and polite manner. Teacher's answers should be taken down in the notes/referendum.

The teacher can conclude with a feedback on the trainees' - if so these comments should also be in the referendum.

Finally the teacher or one of the trainees, write a short referendum of the points discussed, and on any agreement on changes in the methods or topics.

The referendum is then signed by the teacher and two representatives.

6. Responsibility

All teachers are responsible for an assessment in their own topic is carried out at least once every voyage, and that the documentation is filed in the Q-folder in the radio station.

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2.10 Procedure for kollegial supervision – Supervision of colleagues

1. Purpose

The purpose of this procedure is to develop reflection on the individual teaching, and to develop and improve the teaching by clarification of teaching proficiencies. For this reason, teachers/instructors are urged to establish supervision sessions during the voyage.

Method: Observation and conversation with colleagues.

Basis: A free conversation and a “contract” on common ethics and values.

Why supervision?

New focus

- Trainees as creative and jointly responsible partners.
- The teacher combined as a facilitator, mentor, educator and initiator.
- Colleagues as collaborators and partners for discussions.
- Management frames the educational development.

Reflection on own teaching

- What are the present characteristics of my teaching?
- What are my pedagogical strengths?
- What do I want to change or improve?
- How will I best be able to work on improvements of my teaching?

A modern place of work requires:

- Independence and enterprising
- Reflection and personal standpoints
- Knowledge on the outside world
- Flexibility
- Interpersonal skills
- Commitment and responsibility

2. Use

The procedure applies to the Training Ship DANMARK.

Supervision of colleagues is a pedagogical method in which colleagues observe and talk about each other's work/teaching in a systematic and formalized way.

Given the fact, that the teacher is unable to observe his/hers own performance, the supervisor job is to act as a “mirror”. By doing this, the teacher’s way of teaching and behaving is reflected, and can be reconsidered. The supervisor’s job is to, in an objective manner, describe and discuss the observations made during the session.

3. Definitions

4. Basis, references and appendixes

In order to systemize his observations the supervisor should use an **observation guide**.

The supervisor can, if agreed by the teacher, use different observation methods:

- Method A) General observation
- Method B) ”The 4 areas of attention”
- Method C) One or more of ”The 4 areas of attention”

Appendix 1 - Observation guide.

Appendix 2 - Supervision summary.

The summary of supervision carried out is filed in the radio station.

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5. Procedure

The supervision is carried out as a systematic conversation guided by ethic rules, for the purpose of promoting reflection and maintaining the immediate teaching experience.

Supervision practised:

The instructor makes an appointment with a colleague on when to receive supervision.

The teacher alone decides what should be observed. The supervisor should not observe in areas not agreed upon. The areas of observation and discussion are decided before the session.

The supervision discussion has to be held the same day as the supervision session, and be of 20 - 30 minutes duration.

Pitfalls – to be avoided during the discussion:

- The discussion is unorganized
- The discussion gets “too close”
- The discussion does not get to the core
- Supervisor plays “shrink”
- Supervisor plays “hide and seek”
- Supervisor starts giving guidance and directions: “You might be better off if...etc.”
- Supervisor put forward his own experiences and judgements, in order to seek respect from the teacher.

6. Responsibility

The Captain is responsible for the adherence to this procedure.

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Appendix 1 – Observation guide

A supervision is, among other things, intended to lead towards a clarification of the following questions:

- In which situations do I feel comfortable in the classroom - and in which situations do I feel uncomfortable?
- Which students do I find pleasant and which students annoy me?
- How do I respond to students who are academically weak, quiet, critical, domineering, creative, social, troubled, opposing etc. - Are there any patterns?

The supervisor can, if agreed by the teacher, use different observation methods:

- o Method A) General observation
- o Method B) "The 4 areas of attention"
- o Method C) One or more of "The 4 areas of attention"

Method A) General observation guide

- Is a structure present as a common thread in the presentation of the topic? Preface/purpose, objective, conclusion/finish. Did the teacher reach the objective?
- Tone of voice - loud/clear - varied/monotone - pace: fast/slow - use of pauses?
- Body language - closed/open - gestures, facial expressions, eye contact?
- Use of space: Does the teacher "fill the room"? Is authority maintained? (Filling the room does not necessarily mean walking around).
- Interaction and presence – Is the teacher in contact with the trainees? (Not necessarily by asking questions).
- Are any of the trainees ignored or neglected?
- The trainees' reactions/engagement/body language – closed/open – passive/active.
- Debate with the trainees; How is the reaction to questions? Irritation/acceptance/rejection.

Method B) "The 4 areas of attention":

1) The teacher's outer area – i.e. the trainees present; How does the trainees communicate internally (verbal as well as non-verbal)?

- How does the trainees communicate internally and in relation to the teacher?
- Are there any specific things that makes the trainees respond in a negative way?
- Who is outspoken and who is not?
- Who is paying attention, and who is not?
- How is the "atmosphere"?
- Do the trainees seem to be motivated or not?

2) The teachers area of expression – i.e. own communication and behavior.

- How is the teacher's body language/facial expression/gestures etc.?
- How is the teacher's eye contact with the trainees?
- How is the teachers' questioning technique?
- How does the teacher give the trainees feedback?
- How does the teacher react to quiet/disturbing/dominant trainees?
- How does the teacher react when the trainees are wrong/make mistakes?

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3) The teachers middle zone – i.e. thoughts, mind and internal pictures. (The same as the teachers “epic self”)

What happens when:

- A trainee protests or suggests changes or corrections to the teaching?
- One of the quiet trainees suddenly speak up?
- The trainees are unprepared, or unable to meet the teacher’s expectations?
- The object of the lecture is reached before it was anticipated?

4) The teachers’ inner zone – i.e. the teacher’s emotions.

How is the teacher affected if:

- Some of the trainees show up late, seem to be indifferent to the teaching or fall asleep?
- The trainees reach other solutions or conclusions than the teacher?
- That some trainees obviously does not learn what the teacher had expected?

“The 4 areas of attention” is an approach to observations and talks about the teaching.

This guide is only “a guide” and is in no way a complete or exhaustive list of possible observations.

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Appendix 2 – Supervision Summary

Voyage Number **Year:**

Supervisor Occupation and signature								
Supervised	Mark boxes below with date and lesson number							
Captain								
Chief Officer								
1 st Officer								
2 nd Officer								
3 rd Officer								
1 st QuarterCaptain								
2 nd QuarterCaptain								
3 rd QuarterCaptain								
4 th QuarterCaptain								
Chief Engineer								
Engineer/ Electrician								
Doctor								
Chief Steward								

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2.11 Togtevaluering, Besætning – Voyage assessment, Crew

1. Safety

	-2	-1	0	+1	+2
Is the prioritizing of safety adequate?					
Is hygiene and cleanliness adequate?					

2. Discipline

	-2	-1	0	+1	+2
Is the discipline reasonable, when considering the confined spaces?					
Are the social conventions and climate between crew and trainees acceptable?					
Are new proposals/ideas handled in a satisfactory manner?					
Do we maintain an open dialogue (fearless learning environment)?					
Do we oppose bad habits?					

3. Expectations, responsibilities and requirements

	-2	-1	0	+1	+2
Are you facing comprehensible and sufficient expectations?					
Are you active and do you share responsibilities?					
Are you confronted with new areas of responsibility?					
Has this voyage been a good experience?					
Are you sufficiently challenged?					
I assemble information on my own hand					
Are we role models for the trainees?					

4. Social life

	-2	-1	0	+1	+2
Do we respect each other?					
Are we loyal to each other?					
Do we display trust in each other?					
Can you cope with disagreements?					
Are you generally content on board the ship?					

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5. What has been the best part of the voyage?

6. Has anything been ineffective or unlike your expectations?

7. What could be improved in preparation of the next voyage?

8. Other comments:

Signature

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2.12 Togtevaluering, Elever – Voyage assessment, Trainees

1. Safety

	No			Yes	
	-2	-1	0	+1	+2
1.1 Is safety adequately prioritized onboard?					
1.2 Is the hygiene and cleanliness adequate?					

2. Discipline

	No			Yes	
	-2	-1	0	+1	+2
2.1 Is the discipline reasonable, when considering the confined space? *					
2.2 Are the social conventions and climate between crew and trainees acceptable?					
2.3 Does the tone between crew and trainees compliment the situation?					
2.4 Are new proposals/ideas handled in a satisfactory manner?					
2.5 Do you experience an open dialogue (a fearless learning environment)?					

	More			Less	
	-2	-1	0	+1	+2
* 2.1.1. If you <u>don't</u> agree that the discipline is adjusted in accordance to the facilities (- 1 or - 2), in which way do you think it should be altered?					

3. Expectations, responsibilities and requirements

	No			Yes	
	-2	-1	0	+1	+2
3.1 Have the demands and expectations of you been clear to you?					
3.2 Do you participate actively and do you share responsibility?					
3.3 Have you been confronted with new areas of responsibility?					
3.4 Has this voyage been a good experience for you?					
3.5 Have you been sufficiently challenged?					
3.6 Do you gather information on your own?					
3.7 Do you generally consider the crew as being good role models?					

4. Social life

	No			Yes	
	-2	-1	0	+1	+2
4.1 Have your fellow student become more tolerant?					
4.2 Does the crew offer enough advice to help you solve conflicts/problem?					
4.3 Have you become better at coping with disagreements?					
4.4 Are you listened to/heard in your mess?					
4.5 Are you an active part of the development of your mess?					
4.6 Are you generally content with life onboard the ship?					
4.7 Are you content with the general tone among the students?					

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5. Tuition

	No			Yes	
	-2	-1	0	+1	+2
5.1 Is the professional educational level high enough?					
5.2 Are the students generally engaged in the work onboard?					
5.3 Is the crew, as a unity, adequate in passing on their knowledge?					

6. Further comments to point 1-5 above:

7. What has been the best part of this voyage?

8. What has taught you the most during this voyage?

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9. What could be improved in preparation of the next voyage (for everyone and not only yourself)?

10. Did anything feel wrong or bad about the voyage?

Signature

No.

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2.13 Kvalifikationskrav til undervisere – Qualification requirements to teachers and instructors

1. Purpose

The purpose of this procedure is to describe minimum qualification requirements for teachers and instructors on board the Training Ship DANMARK.

2. Scope

This procedure applies to teachers and instructors on board Training Ship DANMARK.

3. Definitions

4. Basis, references and appendixes

BEK nr. 787 af 20. juni 2014 Bekendtgørelse om skibsassistentuddannelsens grundmodul mv.

5. Procedure

It is MARTECs policy, and Training Ship DANMARKs as well, to ensure and strive to, that teachers are higher educated than the level of education on which they are performing the teaching.

When hiring new crew members, the applicants experience and competencies in teaching have to be explored by the employment committee in order to specify the interest and abilities as a teacher/instructor.

Furthermore new crew members is going to teach a subject to the rest of the crew, who will act as supervisors and give feedback about the performance.

Minimum qualification requirements to teachers and instructors

Topic	Qualifying education
Engineering	Engineer, Dual Officer
Electro technology	Engineer, Dual Officer or able-bodied seaman (A.B.) with experience in or knowledge about Electro technology
Maritime English	Able-bodied seaman (A.B.)
Occupational Safety / work environment	Deck Officer, Dual Officer
Health care and first aid	Examined doctor
Watch keeping duty	Deck Officer, Dual officer, Engineer
International Regulations for preventing Collision at Sea - and Navigation	Deck Officer, Dual Officer
Marline spike seamanship	Able-bodied seaman (A.B.)
Marine Technology	Deck Officer, Dual Officer
Safety at Sea	Able-bodied seaman (A.B.)
Maintenance	Able-bodied seaman (A.B.)
Course in Hygiene for Sailors	Experienced ship's cook
Social and Labour Legislation	Deck Officer, Dual Officer
Tanker Familiarization	Deck Officer, Dual Officer

6. Responsibility

The Captain is responsible for this procedure. It also means that the Captain is responsible to ensure, that crew members has the required qualifications to perform as a teacher/instructor.