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国际海事组织海员行为示范

MODEL
COURSE 7.01

船长和大副

MASTER AND CHIEF MATE (2014)

中华人民共和国海事局 译

中英
对照

大连海事大学出版社
DALIAN MARITIME UNIVERSITY PRESS



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《船长和大副》

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Foreword

Since its inception the International Maritime Organization (IMO) has recognized the importance of human resources to the development of the maritime industry and has given the highest priority to assisting developing countries in enhancing their maritime training capabilities through the provision or improvement of maritime training facilities at national and regional levels. IMO has also responded to the needs of developing countries for postgraduate training for senior personnel in administrations, ports, shipping companies and maritime training institutes by establishing the World Maritime University in Malmö, Sweden, in 1983.

Following the adoption of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 (STCW), a number of IMO Member Governments had suggested that IMO should develop model training courses to assist in the implementation of the Convention and in achieving a more rapid transfer of information and skills regarding new developments in maritime technology. IMO training advisers and consultants also subsequently determined from their visits to training establishments in developing countries that the provision of model courses could help instructors improve the quality of their existing courses and enhance their implementation of the associated Conference and IMO Assembly resolutions.

In addition, it was appreciated that a comprehensive set of short model courses in various fields of maritime training would supplement the instruction provided by maritime academies and allow administrators and technical specialists already employed in maritime administrations, ports and shipping companies to improve their knowledge and skills in certain specialized fields. With the generous assistance of the Government of Norway, IMO developed model courses in response to these generally identified needs and now keeps them updated through a regular revision process taking into account any amendments to the requirements prescribed in IMO instruments and any technological developments in the field.

These model courses may be used by any training institution and, when the requisite financing is available, the Organization is prepared to assist developing countries in implementing any course.

Koji Sekimizu

Secretary-General

前 言

国际海事组织(IMO)自成立伊始就认识到人力资源在海运业发展中的重要性,并最优先考虑通过在国家和地区层面上提供或改善培训设备来帮助发展中国家增强其海事培训能力。为应对发展中国家主管机关、港口、航运公司及海事培训机构高层人员对研究生培训的需求,IMO于1983年在瑞典的马尔默成立了世界海事大学。

在《1978年海员培训、发证和值班标准国际公约》(STCW)通过的初期,一些IMO成员国政府就建议IMO应制定示范课程,以帮助对该公约的实施以及对航海技术新发展方面信息和技能的迅速转化。IMO培训顾问和咨询专家在对发展中国家的培训机构进行访问后确定,提供示范课程有助于教员改进现有课程的质量,也有助于提升对相关会议和IMO大会决议的实施。

此外,令人欣慰的是,海事培训领域中一套综合性简短课程将对海事院校提供的授课加以补充,并使得已在海事行政机关、港口和航运公司工作的行政管理和技术专家能够提高其在某些专业领域中的知识和技能。为此,在挪威政府的慷慨帮助下,IMO编写了示范课程以应对那些普遍发现的需求,同时考虑到对IMO文件中规定要求的任何修正及该领域内的任何技术发展,通过定期修订程序对示范课程进行更新。

任何培训机构可以使用这些示范课程,在筹措到必需的资金时本组织也准备帮助发展中国家实施任何课程。

关水康司

秘书长

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7.01 MODEL COURSE

Introduction

■ Purpose of the model courses

The purpose of the IMO model courses is to assist maritime training institutes and their teaching staff to introduce and organize new training courses and enhance existing training material, whereby the quality and effectiveness of the training may be improved.

It is not the intention of the model course programme to present instructors with a rigid “teaching package” which they are expected to “follow blindly”. Nor is it the intention to substitute audio-visual or “programmed” material for the instructor’s presence. As in all training endeavours, the knowledge, skills and dedication of the instructors are the key components in the transfer of knowledge and skills to those being trained through IMO model course material.

Rather, this document should be used as a guide with the course duration given as indicative of the expected time required to cover the required outcomes. The parties may modify this course to suit their respective training schemes.

For those following planned training schemes approved by the Administration, it is intended that this training may form an integral part of the overall training plan and be complementary to other studies. The training may be undertaken in progressive stages; for such candidates, it is not appropriate to specify the duration of the learning, provided achievement of the specified learning outcomes is properly assessed and recorded.

The educational systems and the cultural backgrounds of trainees in maritime subjects vary considerably from country to country. For this reason, the model course material has been designed to identify the basic entry requirements and trainee target group for each course in universally applicable terms, and to specify clearly the technical content and levels of knowledge and skill necessary to meet the technical intent of IMO conventions and related recommendations.

This is the next major revision to this model course. In order to keep the training programme up to date in future, it is essential that users provide feedback. New information will provide better training in safety at sea and protection of the marine environment. Information, comments and suggestions should be sent to the Head of the STCW and Human Element Section at IMO, London.

■ Use of the model course

To use the model course the instructor should review the course plan and detailed syllabus, taking into account the information provided under the entry standards specified in the course framework. The actual level of knowledge and skills and the prior technical education of the trainees should be kept in mind during this review, and any areas within the detailed syllabus which may cause difficulties because of differences between the actual trainee entry level and that assumed by the course designer should be identified. To compensate for such differences, the instructor is expected to delete from the course, or reduce the emphasis on, items dealing with knowledge or skills already attained by the trainees. They should also

介绍

■ 示范课程的目的

IMO示范课程的目的是协助海事培训机构及其教学人员组织和引入新的培训课程,提高、更新或补充现有的培训材料,以此改进培训课程的质量和培训效果。

本示范课程计划的意图并不是向教员呈交一个他们期望“盲目遵循”的“教学包”,其意图也不是用视听或“编排的”材料来代替教员的存在。在所有的培训努力中,知识、技能和教员的奉献是向IMO示范课程材料的受训者传授知识和技能的关键构成要素。

此外,本示范课程是作为培训过程的指导性文件,表明为达到公约要求培训结果所需预计时间,各缔约国可酌情对本示范课程进行修改以满足培训要求。

对于那些已由主管机关批准的培训计划,本示范课程可以作为其整体培训计划的组成部分,也可作为其他相应学科培训的补充。培训须分阶段实施,对于那些已进行正确评估和记录特定学习成果的学员,不宜再规定其持续学习时间。

鉴于各缔约国海上科目的培训学员所属教育体制和所具文化基础差异较大,IMO示范课程采用通俗易懂的文字明确了基本入学条件及课程培训目标群体,并明确阐明学员应掌握的技术内容、须达到的知识和技能水平,以符合相关IMO公约及议定书技术要求。

本示范课程为第二修订版。为保持培训课程不断更新,由用户提供相关反馈信息十分关键。新的信息能够促使完善有关海上安全和海洋环境保护的知识培训。欢迎用户将新的信息、评论和建议提交给伦敦IMO人力资源及STCW总部。

■ 示范课程的使用

为使用示范课程,教员应当审视课程计划和教学大纲细则,考虑课程框架中规定的入学标准所提供的信息。在审视过程中,应当牢记学员知识和技能的实际水准以及从前的技术教育水平,并应当识别出在教学大纲细则范围内由于学员实际入门水准与课程设计者假定的水准之间的差异,可能引起困难的任何部分。为弥补这些差异,希望教员将涉及学员已经掌握的知识和技能的项目从课程中删去或不做重视。此外,教员应当识别出学员可能还没有掌握的任何学术知识、技能或技术训练。

identify any academic knowledge, skills or technical training which they may not have acquired.

By analysing the detailed syllabus and the academic knowledge required to allow training in the technical area to proceed, the instructor can design an appropriate pre-entry course or, alternatively, insert the elements of academic knowledge required to support the technical training elements concerned at appropriate points within the technical course.

Adjustment of the course objective, scope and content may also be necessary if in your maritime industry the trainees completing the course are to undertake duties which differ from the course objectives specified in the model course.

Within the course plan, the course designers have indicated their assessment of the time that should be allotted to each area of learning. However, it must be appreciated that these allocations are arbitrary and assume that the trainees have fully met all entry requirements of the course. The instructor should therefore review these assessments and may need to re-allocate the time required to achieve each specific learning objective or training outcome.

■ Lesson plans

Having adjusted the course content to suit the trainee intake and any revision of the course objectives, the instructor should draw up lesson plans based on the detailed syllabus. Where no adjustment has been found necessary in the learning objectives of the detailed syllabus, the lesson plans may simply consist of the detailed syllabus with keywords or other reminders added to assist the instructor in making his presentation of the material.

■ Presentation

The presentation of concepts and methodologies must be repeated in various ways until the instructor is satisfied, by testing and evaluating the trainee's performance and achievements, that the trainee has attained each specific learning objective or training outcome. The syllabus is laid out in learning objective format and each objective specifies a required performance or what the trainee must be able to do as the learning or training outcome. Taken as a whole, these objectives aim to meet the knowledge, understanding and proficiency specified in the appropriate tables of the STCW Code.

■ Implementation

For the course to run smoothly and to be effective, considerable attention must be paid to the availability and use of:

- properly qualified instructors
- support staff
- rooms and other spaces
- workshops and equipment
- suggested references, textbooks, technical papers, bibliography
- other reference material.

通过分析教学大纲细则以及技术领域培训所需的学术知识,教员可以设计出适当的预科课程,或者在技术课程中的适当处加入技术课程需要的学术知识。

如果完成该课程的学员在其所处的航海事业中要从事有别于本示范课程规定的课程目标的职责,则可能有必要调整课程的目标、范围和内容。

在课程计划中,课程设计者已经表明了其估计的、应分配给每一个学习部分的时间。但是,必须清楚的是,这些分配是主观的,并假设了学员完全符合本课程的入门要求。因此,教员应当对这些估计进行重新审视而且可能需要重新分配时间以符合每一个特定培训目标的需要。

■ 教案

在为适应招收的学员以及课程目标的修正而调整课程内容之后,教员应当基于大纲细则拟定教案。教案可以包括添加了关键词或提示语的大纲细则,以帮助教员授课,在这种情况下就没有必要调整大纲细则的培训目标。

■ 学员展示

必须以不同的方式反复讲授概念和方法,直到通过试验和评估学员的表现和成绩使教员感到满意;学员已经达到了每一个具体的培训目标或培训效果。教学大纲以培训目标的格式排列编排,而且每个目标规定了技能要求,或者学员必须能做的事情作为学习或培训的效果。从整体上看,这些目标的目的在于满足STCW规则相应表格规定的知识、理解和熟练。

■ 实施

为使课程顺利进行和卓有成效,必须充分注意下列资源的获得和使用:

- 完全合格的教员
- 辅助人员
- 教室或其他场所
- 车间和设备
- 建议性的参考书目、教科书、技术论文、参考文献
- 其他参考资料