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MODEL
COURSE 1.29

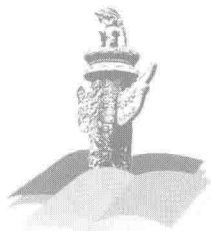
精通危机管理和人的行为培训， 包括旅客安全、货物安全及船体 完整性培训

PROFICIENCY IN CRISIS MANAGEMENT AND HUMAN BEHAVIOUR TRAINING
INCLUDING PASSENGER SAFETY, CARGO SAFETY AND HULL INTEGRITY TRAINING (2000)

中华人民共和国海事局 译



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



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《精通危机管理和人的行为培训,包括旅客安全、货物安全及船体完整性培训》

翻 译： 刘肖沛

审 校： 王凤武 孟祥武 刘加钊

Foreword

Since its inception the International Maritime Organization 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 administration, ports, shipping companies and maritime training institutes by establishing the World Maritime University in Malmö, Sweden, in 1983.

Following the earlier adoption of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, 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 effectiveness in meeting the requirements of the Convention and implementing 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. IMO has therefore developed the current series of model courses in response to these generally identified needs and with the generous assistance of Norway.

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

W. A. O'NEIL

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中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》通过的初期,一些 IMO 成员国政府就建议 IMO 应制定示范培训课程,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,提供示范教程有助于教员改进现有课程的质量,提高其满足公约要求及实施相关会议和 IMO 大会决议的有效性。

此外,令人欣慰的是,海事培训诸多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人员和技术专家可以提高其在某些专业领域中的知识和技能。为此,IMO 在挪威的慷慨帮助下编写了当前的系列示范课程,以应对那些普遍发现的需求。

任何培训机构都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。

W.A.奥尼尔

秘书长

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1.29 MODEL COURSE

Introduction

■ Purpose of the model courses

The purpose of the IMO model courses is to assist training providers and their teaching staff in organizing and introducing new training courses, or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby 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 the instructor’s presence with audio-visual or “programmed” material. 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.

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 first manual written for 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. He should also 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 within the respective maritime industry the trainees completing the course are to undertake duties which differ from the course objectives specified in the model course.

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。

由于不同国家接受航海类培训的学员所处的教育体系和文化背景各不相同,所以示范课程采用通用术语设计,可以适应各课程受训目标人群的基本要求,并明确提出了需要满足的IMO有关公约及相关决议案所必需的技术内容、知识和技能的水平。

此为全套示范课程的第一本手册。为使今后的培训内容保持更新,使用者应提供反馈意见。新的信息将为海上航行安全及海洋环境保护提供更好的培训。相关信息、评论及建议应送达设在伦敦的STCW总部及IMO人为因素科。

■ 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。

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。

Within the course plan the course designers have indicated their assessment of the time which 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 carefully 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. The detailed syllabus contains specific references to the textbooks or teaching material proposed to be used in the course. Where no adjustment is 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
- Equipment
- Suggested references, textbooks, technical papers
- Other reference material

Thorough preparation is the key to successful implementation of the course. IMO has produced a booklet entitled "Guidance on the implementation of IMO model courses", which deals with this aspect in greater detail.

In certain cases, the requirements for some or all of the training in a subject are covered by another IMO model course. In these cases, the specific part of the STCW Code which applies is given and the user is referred to the other model course.

■ Training and the STCW 1995 Convention

The standards of competence that have to be met by seafarers are defined in Part A of the STCW Code in the Standards of Training, Certification and Watchkeeping for Seafarers Convention, as amended in 1995. This IMO model course has been written to cover the competences in STCW 1995. It sets out the education and training to achieve those standards set out in Chapter V Section A-V/2 and Section A-V/3, pa.4 and pa.5.

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或效果的需要。

■ 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。大纲细则中有教科书具体的参考书目以及计划用于课程的教学资料。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
- 设备
- 建议性参考资料、教科书、技术论文
- 其他参考资料

充分的准备是成功实施本课程的关键。IMO已经制定了“IMO示范课程实施指南”,它更加详尽地涉及了这一方面并作为本课程的一个附件包含在本课程中。

某些情况下,某课程的部分或全部要求包含在其他国际海事组织的示范课程中,在这种情况下,将仅提供STCW规则适用的内容,并建议使用者参阅其他相关的示范课程。

■ 培训和STCW 1995公约

船员必须达到的适任标准在《海员培训、发证和值班标准国际公约》(经1995年修正)的STCW规则的A部分中进行了规定。本IMO示范课程已经过编写,覆盖了STCW 1995中的适任能力。它列出了达到STCW规则第V章A-V/2部分和A-V/3部分中第4段、第5段规定的标准所需的教育和培训。

This course covers the minimum standard of competence for:

masters, chief mates, chief engineers, second engineer officers and any other person assigned immediate responsibility for embarking and disembarking passengers, for loading, discharging or securing cargo, or for closing hull openings and any other person having responsibility for the safety of passengers in emergency situations on ro-ro passenger ships.

The course also covers the minimum standard of competence for the above personnel on passenger ships other than ro-ro passenger ships.

Part A provides the framework for the course with the aims and objectives and notes on the suggested teaching facilities and equipment. A list of useful teaching aids, IMO references and textbooks is also included.

Part B provides an outline of lectures, guidance notes and lesson plans for the course. A detailed timetable is suggested. From the teaching and learning point of view, it is important that the trainee achieves the minimum standard of competence defined in the STCW Code. Depending on their experience and ability, some students will naturally take longer to become proficient in some topics than others.

Part C gives the Detailed Teaching Syllabus. This is based on the theoretical and practical knowledge specified in the STCW Code. It is written as a series of learning objectives, in other words what the trainee is expected to be able to do as a result of the teaching and training. Each of the objectives is expanded to define a required performance of knowledge, understanding and proficiency. IMO references, textbooks references and suggested teaching aids are included to assist the teacher in designing lessons. Assessment check lists are contained in Appendix 3.

These new training requirements were incorporated in STCW 95 following major casualties involving the '*Herald of Free Enterprise*', '*Scandinavian Star*' and '*Estonia*'. Case studies of these casualties can be found in Appendix I.

The Convention defines the minimum standards to be maintained in Part A of the STCW Code. Mandatory provisions concerning Training and Assessment are given in Section A-I/6 of the STCW Code. These provisions cover: qualification of instructors; supervisors as assessors; in-service training; assessment of competence; and training and assessment within an institution. The corresponding Part B of the STCW Code contains guidance on training and assessment.

The criteria for evaluating competence specified in the minimum standard of competence tables of Part A of the STCW Code are to be used in the assessment of all competences listed in those tables.

A separate model course addresses Assessment of Competence and Use of the criteria for evaluating competence tabulated in the STCW Code.

本课程包含了如下人员的最低适任标准：

滚装客船船长、大副、轮机长、大管轮及对上下旅客、装卸或系固货物或关闭船体开口直接负责的任何其他人员，以及在紧急情况下对旅客安全负责的任何其他人员。

课程也包含了除滚装客船以外的客船上述人员的最低适任标准。

A部分提供了附有目的、目标的课程框架，和对推荐的教学设施和设备的注释。另外它还包含了有用的教具、IMO参考书目和教科书的列表。

B部分提供了课程的教学概要、指导性说明、教案和推荐使用的时间表。就教与学而言，学员应达到STCW规则规定的最低适任标准。根据他们的经验和能力，部分学生应在部分专题上花费更多的时间以达到精通的程度。

C部分给出了基于STCW规则规定的理论和实践知识的教学大纲细则。它是按一系列的培训目标编写的，换言之，将期望学员所达到的能力作为教和学的效果。每一个目标被扩展开来去界定所要求的知识、理解和熟练。IMO参考书目、教科书的参考资料以及推荐的教具也包含在内，以便协助教师设计课堂教学。附录3提供了评估检查表。

继“自由企业先驱”号、“斯堪的纳维亚之星”号及“爱沙尼亚”号海难事故以后，STCW 1995公约便包含了新的培训要求。附录1提供了事故的案例分析。

该公约在STCW规则A部分中规定了要保持在最低标准。有关培训和评估的强制性规定在STCW规则第A- I/6节中载明。这些规定包括：教员的资格；作为评估员的监督员；在职培训；适任能力评估；以及院校内的培训和评估。STCW规则中相应的B部分包含了对培训和评估的指导。

STCW规则A部分规定的最低适任标准应用于表格内容的评估。

其他示范课程描述了STCW规则列表中的适任评估及适任评估准则的使用。