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OceanTeacher Global Academy

OCEANTEACHER GLOBAL ACADEMY

COURSE MANAGEMENT GUIDELINES

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Document History

Version	DESCRIPTION OF CHANGE	Date	Author	Approved
	The version status of this document is the same for all pages			
1.0	Initial version	August 2016	C Delgado, G Reed, K de Lichtervelde	C Delgado
1.1	Add Copyright and Recording Consent Form (section 3.2.3)	May 2017	G Reed	C Delgado
2	Revise course activities section and add process diagrams. Change terminology to follow ISO 29990 definitions. Revise Annex D. OTGA Back Office	December 2017	G Reed	C Delgado
2.1	Include requirement to complete Competency Assessment Form (3.1.2), mandatory training (new section), record attendance (new section), update process diagrams.	April 2018	G Reed	C Delgado
2.2	Include system for handling complaints (section 3.3.1)	20 April 2018	G Reed	C Delgado
2.3	Revise competency assessment requirements (section 3.1.3), add GDPR consent form, update process diagrams (Annex F, Annex H)	February 2019	G Reed, K de Lichtervelde	C Delgado
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3.1	Update UNESCO-IOC logos, add feedback survey template, certificate template, course design rubric	October 2021	G Reed	C Delgado
3.2	Revise section 3.3; add section 3.7 Cancellation Policy; update section 8.3 on Copyright	July 2022	G Reed	C Delgado
3.3	General revision	January 2023	G. Reed	C Delgado
4.0	Complete revision	November 2024	G Reed	ACA Mazzuco
5.0	General revision to comply with OTGA Terms of Reference. Sections added and/or modified:	November 2025	ACA Mazzuco, S de Baenst, CO Moulaye	ACA Mazzuco

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TABLE OF CONTENT

1. PURPOSE OF THE GUIDE

The IOC OceanTeacher Global Academy (OTGA) of [the Intergovernmental Oceanographic Commission (IOC)](#) of [UNESCO](#) has established a global Learning Management System (LMS) and a network of Regional Training Centres (RTC), Specialized Training Centres (STC), and Affiliates to deliver customized training for ocean experts and practitioners and to increase national and regional capacity in coastal and marine knowledge and management.

This guide describes the process for organizing and managing training courses within the framework of OTGA and has been produced primarily for the OTGA RTC/STC coordinators, further extended to the affiliated partners and related community. It can also be used as a guide for organizing and hosting other training courses. These guidelines are intended to support OTGA by:

- Providing procedures on how to plan, design, and deliver a course;
- Providing recommendations on how to use the OceanTeacher Learning Management System;
- Providing instruction on administrative procedures for organizing OTGA courses.

2. INTRODUCTION TO OTGA

The Intergovernmental Oceanographic Commission is building capacity through its OceanTeacher Global Academy training system, which provides specialized training related to ocean science, observation, data/information management, and policy. The OceanTeacher Global Academy, operating through a network of Regional Training Centres (RTCs), Specialized Training Centres (STCs) and affiliated partners, is delivering initiatives to support the 2030 Agenda and its SDGs and the UN Decade of Ocean Science for Sustainable Development to build equitable capacity and promote expertise available worldwide. Training topics can assist Member States in achieving the SDGs as well as enhance capacity in emerging fields. OTGA encourages collaboration beyond IOC to position itself as the training platform for ocean-related topics within the UN and for the global community.

OTGA courses cover a range of topics related to the IOC high-level priorities, contributing to the IOC Mandate and the implementation of the IOC Capacity Development Strategy (2023-2030), enabling equitable participation of all IOC Member States, IOC Programmes, IOC Regional Sub-Commissions and IOC Technical Subsidiary Bodies. Examples of this support include:

- Tsunami Resilience Section (TRS). The TRS has recognized the rapid turnover of trained personnel from national institutions and evolving priorities of Member States has led to continued capacity gaps and thus pressure on IOC to sustain these trainings on a long-term basis. OTGA provides a framework for sustainable delivery of tsunami-related training programmes to meet the capacity development priorities of Member States. Some immediate areas where OTGA contributes are by leveraging the RTCs/STCs and co-located Regional Tsunami Service Providers (RTSP) to routinely deliver tsunami-related training, development of online training modules for priority tsunami-related areas to support self-paced training, provision of an effective online training management system, and complementing global TRS capacity development activities and projects.
- Marine Policy and Regional Coordination Section (MPR). MPR is engaged in multi-agency consultation processes with the aim of fostering partnerships related to ocean and coastal matters. Its work covers science-policy-society interfaces to increase scientific knowledge and exchange of experiences, develop research capacities and transfer marine technology to improve ocean health and the sustainable management of coastal and marine resources. OTGA provides additional support to the training needs of MPR for a number of activities and projects such as multi-language online training in Marine Spatial Planning; various learning frameworks and competencies for the Ocean Decade, including the close collaboration with

- the Capacity Development Facility and Decade Collaborative Centres and Coordination Offices; and wide subjects related to the international ocean governance, i.e., BBNJ Agreement and Sustainable Ocean Planning.
- Ocean Literacy. Ocean literacy is focused on increasing awareness of the state of the ocean and providing tools and approaches to transform ocean knowledge into actions to promote ocean sustainability. The challenge is to create a comprehensive ocean literacy training programme for different sectors and segments of society, with the aim of empowering a wide range of stakeholders and being able to track changes in behaviour, policies and processes and consideration of the ocean in all decision-making. OTGA supports IOC ocean literacy programmatic activities by providing both online and self-paced training materials and facilitating onsite workshops for business, policy, education and civic groups.
- Ocean Science Section (OSS). IOC is the custodian agency for the SDG 14.3.1 indicator: Average marine acidity (pH) measured at an agreed suite of representative sampling stations. The SDG Indicator 14.3.1 Methodology has been developed to provide the necessary guidance to researchers and Member States on how to conduct ocean acidification observation, using different types of technology and measuring different variables and provides support on how to and what kind of data sets to submit to IOC for annual reporting purposes. OTGA supports courses that improve the participants' ocean acidification data management skills and familiarize national experts with the 14.3.1 data portal and tools. IOC Intergovernmental Panel on Harmful Algal Blooms (IPHAB). The IOC technical subsidiary body, IPHAB, has identified that the lack of taxonomic skills, toxin chemistry and toxicology is acute in many parts of the world. This limits the ability of many countries to detect and respond to harmful algal blooms, with subsequent impacts on food security and human health. IOC HAB training courses, supported by OTGA, improve the taxonomic skills of individuals and institutions, enabling them to reliably identify phytoplankton species related to harmful algal events and to build up capacity in quantitative and qualitative determination of toxins. These include the IOC Identification Qualification in Harmful Marine Microalgae, the IPI Marine Phytoplankton enumeration and identification, the IOC UNESCO Advanced Phytoplankton Course, and many others.
- The International Oceanographic Data and Information Programme (IODE). The objective of IODE is to enhance marine research, exploitation and development by facilitating the exchange of oceanographic data and information between participating Member States, and by meeting the needs of users for data and information products. OTGA, created and hosted by IODE, dedicates core training activities to teach the principles of data and information management and promote the use of standards across IODE centres to achieve interoperability. Specific training can include Research Data Management, Discovery and Use of Operational Ocean Data Products and Services, Introduction to Coastal Atlases, Biological Data Management and Monitoring, Quality Management Framework and Marine GIS Applications.

OTGA also works with the IOC Regional Sub-Commissionsto ensure the capacity development needs of the regions are being met by supporting the Regional and Specialized Training Centres. This regional input will result in:

- Promoting the use of local experts as facilitators and training assistants.
- Providing a programme of training courses related to IOC programmes, contributing to the sustainable management of oceans and coastal areas and relevant to Member States in the regions.
- Working in a regional context, addressing common regional goals as well as national goals.
- Using the working language(s) of the countries in their region.

Beyond the above-mentioned, OTGA collaborates with a wide range of partners with the aim of:

- Expanding global awareness of learning opportunities.
- Increasing learning content.
- Developing new cross-cutting learning services.
- Developing and implementing quality standards for the delivery of learning services.

Collaborations are channelled through OTGA Secretariat and RTC/STCs networks to accelerate response to IOC needs, priorities, and demands for training and other aligned requests from the global community. Affiliated partners complement OTGA network with expertise, infrastructure, funding, frameworks, and at the same time, they benefit from OTGA coordination, network, and learning management system. Current partners include UN Agencies, Educational Institutions, Multi-national and national initiatives, Governmental and Non-Governmental Organizations, Capacity Development Programmes and Projects, and others.

2.1 Core Learning Services and Governance

OTGA provides a comprehensive set of learning services aligned with IOC priorities and broader needs, contributing to knowledge sharing and capacity development in ocean research, services, and management, openly available to the global community. OTGA core services are:

- Coordination of a network of training centres, experts, and learners
- Access to a specialized Learning Management System
- Planning, development, and delivery of training activities
- Coordination and management of courses and alumni
- Development and implementation of a shared e-learning platform
- Creation of learning resources and activities
- Providing mechanisms for connecting with experts, facilitators, and training centres.
- Guidance on learning services procedures and standards
- Promoting opportunities for upskilling, exchange, and internships

Aligned with OTGA Terms of Reference, for the purpose of this document and beyond, the following definitions, roles, and responsibilities are applied to OTGA network and learning management system:

- **Secretariat** is the central coordination team for OTGA and representation within IOC. It is hosted by the IOC Project Office for IODE in Oostende, Belgium, comprising human resources and infrastructure essential for the successful implementation of the training programme. OTGA Secretariat provides direct support to all members of OTGA. OTGA secretariat coordinates and manages OTGA and its learning service activities, and is responsible (or co-responsible, when applicable) for: monitoring standards and procedures for quality assurance; supporting the development of courses and materials; hosting the e-Learning Platform; internal and external communication and outreach; administrative and financial coordination; documenting, assessing, and reporting; international liaison and partnership coordination; strategic planning and risk management; promoting and representing the programme in meetings and forums; other designated tasks. OTGA Secretariat staff includes an IODE Training Coordinator, Administrative Officer, e-Learning Expert, IT Manager, and others. Note that these positions may change.
- **Co-chairs** are the central representatives of the training centres within OTGA, appointed from the Regional and Specialized Training Centres and/or Affiliated Partners during OTGA Steering Group (OTGA-SG) Meetings, with 2-year terms. OTGA co-chairs assist OTGA Secretariat on high-level decisions and management of the training programme, and are expected to: support representation and reporting during IOC sessions; advise on standards,

procedures, planning, monitoring, and assessment of its activities; assist in promoting OTGA in meetings and forums; and engage in other associated activities upon demand.

- **Regional Training Centres (RTCs)** and **Specialized Training Centres (STCs)** are institutions or coordinated groups of institutions that undertake delivery of training on a broad range of topics or targeted specialized training in ocean science that contribute to the high-level objectives of the IOC. RTCs and STCs are nominated by IOC Member States and undergo an official selection process. They provide the institutional backbone for the training activities. As hosting organizations, they ensure the human and financial resources and facilities to design and deliver targeted learning services, responding to the training needs of the IOC Programmes, IOC Regions, and IOC Member States. Each RTC and STCs contact point, Coordinator, is responsible for managing its training activities, including representing the RTC/STC in designated meetings, proposing new courses, providing workplans, monitoring, evaluating, and reporting according to OTGA guidelines. An RTC or STC shares responsibilities with OTGA Secretariat whenever the need is identified and agreed.
- **Affiliated Partner** is a national or international organization that collaborates with OTGA in training activities, other than IOC Programmes, IOC Sections, IOC Regional Subsidiary Bodies, and OTGA Regional and Specialized Training Centres. Affiliated partners can contribute with expertise, infrastructure, funding, learning frameworks, and others, upon invitation by OTGA Secretariat, an RTC or STC, or external demand. Affiliated Partners collaborate with OTGA training activities to expand global awareness of learning opportunities, increase learning content offers, develop new cross-cutting learning services, and improve quality standards. Partners are connected to specific training courses. When leading a course, partnering organizations and their individuals must comply with the same rules as for RTCs and STCs.
- **Course Coordinator** is the leading person and focal point during a training course for OTGA. Course Coordinators lead the development and delivery of courses in close coordination with OTGA Secretariat, being responsible for: detailing all the information about the proposed trainings and learning approaches; identifying and liaising with Facilitators; coordinating and assisting the development of training materials, including appointing roles within their team; responding to queries and demands of learners, experts, and Secretariat; and assisting on quality assurance and best practices based on OTGA guidelines.
- **Facilitators** are the personnel assisting in the planning, delivery, and development of a course, including groups, such as:
  - **Instructors** are subject experts leading the content development and knowledge sharing. Instructors shall create the content and provide guidance for the development of learning resources and activities, in accordance with OTGA formats and templates within its online LMS (e-Learning Platform) used for all courses. Content shall be provided in a timely manner to allow delivery of the training with the best standards and procedures. Instructors are expected to: attest competency and subject expertise; respect Copyright and knowledge-sharing licenses; strictly follow OTGA guidelines and UNESCO code of conduct and regulations when preparing and delivering classes.
  - **Staff** are any other personnel involved in the training activities. Staff members are designated by Course Coordinators to assist in the training activities on demand and must follow the same procedures and guidelines detailed for the other members, including course reviewers, support officers, communications personnel, managers, and others.
- **Learner** is an individual participating in a course for the purpose of acquiring knowledge and skills through experience, practice, study, or instruction. Learners shall independently conduct their learning experience, following the instructions announced within each course, accessing the resources provided, and respecting procedures and deadlines.

All OTGA members are required to follow these guidelines for their training activities and comply with IOC rules and regulations.

All individuals and institutions within OTGA training activities must keep updated and open profiles in OceanExpert (https://oceanexpert.org/) and OTGA e-Learning Platform, being required to comply with policies and disclaimers of these platforms. Whenever possible, all RTC/STCs should host a dedicated page about their training activities contributing to OTGA within their own websites/platform, with linked profiles in OceanExpert repository.

See OTGA Terms of Reference for full details on rules and procedures. Updates on OTGA governance, procedures, and action plans are available for online access as part of IOC documentation, i.e., latest meeting reports of the IODE Steering Group for the OceanTeacher Global Academy (referred to as OTGA Steering Group OTGA-SG), IOC Committee on International Oceanographic Data and Information Exchange, IOC Assembly, and others. Other specific procedures and standards related to each OTGA member are mentioned throughout the guidelines.

3. COURSE PLANNING

OTGA training course content is delivered by subject matter experts who are responsible for contributing new content and/or revising and updating existing content. Course content focuses on scientific and technical content to support IOC programmes, IOC Regional Sub-Commissions and IOC Technical Subsidiary Bodies and links to activities associated with the UN Decade of Ocean Science for Sustainable Development, 2030 Agenda for Sustainable Development and IOC-wide Strategy on Sustainable Ocean Planning and Management, and others, as requested. A detailed syllabus for each course is developed in consultation with relevant experts from the IOC.

Planning OTGA training courses is guided by the *Learning Orientation Compass,* which describes the many facets of designing training courses and defines each process in the learning lifecycle.

The components of the *Learning Orientation Compass* are:

- **Course proposal**. Decide when and where the course will be held and the outline of the training; submit the course proposal form (see Section 3.1).
- **Course event**. Which learning model will be used: onsite, online, or blended?
- **Look and feel**. A well-designed course is easy for learners to navigate and interact with.
- **Open or closed**. Will the course be open to everyone or available only to selected learners?
- **Activities**. Which learning activities will be included in the course (see Section 4.3)?
- **Contents**. Content in Moodle includes Files, Folders, Pages and Labels (see Section 4.2).
- **Pedagogy approach**. Will the course be held onsite or via distance learning? Will learners work in groups or individually?
- **Course team**. Identify the course facilitators and course editors; assess facilitator competency.
- **Help desk**. Who are the points of contact for technical and administrative support?
- **Structure**. Which Moodle resources and assessment activities will be used?
- **Certificates**. Will a Certificate be issued (see Section 5.5)? If a certificate is to be awarded, which criteria will apply? (linked to assessment activities above).
- **Reporting and feedback**. A post-course evaluation questionnaire is used to measure how a course has met learner expectations (see Section 6.1).

The design of training courses involves either creating a new course or adapting an existing one. The following steps are used in the design and development of courses:

1. **Identify learning needs and specify learning outcomes**. Identify organizational and/or individual learning needs, then specify these in terms of learning outcomes that describe what learners should be able to do after training in terms of new skills and competencies.
2. **Determine a learning solution**. Depending on the competencies to be developed, practical exercises using, for example, real or simulated workstations or instruments may be desirable. In such cases, on-site learning in equipped laboratories or on-the-job training could be the best learning solutions. Alternative solutions, such as the use of augmented reality or simulators (e.g., virtual reality), could be explored.

Proposals for new courses are coordinated through IOC Programmes and its sections, IOC Regional Subsidiary Bodies, RTC/STC or Affiliated partners, and submitted to the OTGA Secretariat for prioritization and approval. If the development of new course content is identified, a budget for the work may be submitted to the OTGA Secretariat, and a *Contract for Services* may be entered with UNESCO for development of course content as well as other learning services (see Section 7.2). For project proposals, it is highly recommended to involve OTGA Secretariat and/or RTC/STCs Coordination at early stages of development to ensure adequate planning and enhance alignment with IOC needs and priorities.

Note: *Course planning should begin a minimum sixteen weeks before the start of the course for onsite courses. The course planning timeline, with steps to consider when preparing for a course, is described in* <u>*Annex A. Course Planning Timeline*</u>.

OTGA offers three different modes for the delivery of training courses:

- <u>Onsite instruction</u>. Courses are instructor-led and are held in a classroom environment at an RTC or STC or another approved venue. Theoretical content and assignment tracking is reflected on OTGA e-Learning Platform.
- <u>Online instruction</u>. All course interactions are delivered online and can be completely synchronous, completely asynchronous, or may involve a mix of both modalities. Learners are not required to be in the same location and synchronous sessions, such as live discussions, can use a virtual classroom, such BigBlueButton, Zoom, Microsoft Teams, and GoogleMeet.

- Blended Instruction. Learning is achieved through a mix of online and onsite sessions and can include synchronous and asynchronous activities. All learners will participate together in the onsite sessions.
- Self-paced instruction. These courses are designed for learners who want the flexibility to study at their own pace. Learners progress through the material at their own speed and on their own schedule.

3.1 Course proposal

When planning a course, it is important to explain to the learner what will be gained from the course. The outcomes associated with designing, organizing and planning an OTGA course should include the course objectives, learning outcomes, topics, learning activities, target audience, schedules, facilitators, assessment process and learning resources. The course proposal is the baseline document to be reviewed by OTGA Secretariat in comparison to these guidelines, and other items.

Course objectives describe what will be covered in the course and focus on the intended results of learning. Course objectives can include statements such as:

- *At the end of this course, the learner should be able to ...*
- *On successful completion of this course, the learner will be able to ...*

Needs analysis details how the course responds and addresses the needs and priorities of IOC Programmes, IOC Regional Sub-Commissions, IOC Technical Subsidiary Bodies, and IOC Member States. Needs analysis should specify which IOC assessment, strategy, reports, and/or implementation plan the course will respond to. Including the connection to the implementation of IOC Capacity Development Strategy is strongly recommended. IOC documentation is available for open access through its digital platforms (not limited to), such as https://www.ioc.unesco.org/en, https://oceanexpert.org/, https://www.ioc-cd.org/. OTGA Secretariat will facilitate access to this documentation by providing reference pathways to this documentation, as well as regularly informing RTCs, STCs, and Affiliated Partners of major updates.

Learning outcomes provide the basis for designing the course proposal. Learning outcomes describe the knowledge, skills and understanding students will achieve as a result of the course. Learning outcomes should be provided as a concise list of **measurable** items that complete the prefacing statement. Examples include:

- *Understand the importance of maintaining integrity of data*
- *Explain the importance of following standards, both for the data and the metadata*
- *Perform quality control tests of ocean currents data*
- *Describe data processing and file formats*

Learning outcomes are **not** instructional objectives (what will be covered in the course) or activities that the learner will complete during the course. Learning outcomes should be the starting point for designing a course.

The **OTGA Training Course Proposal Form** (*Document No. IODE.F08*) should be completed for all proposals for new courses. This form should also be used for proposals to redevelop or extend existing courses. The form is provided as *Annex B. OTGA Training Course Proposal form.* For courses to be held in languages other than English, the course proposal form should be submitted in the language of the course and in English.

For onsite courses, information about the classroom and other training facilities shall be provided for every course, including:

- Classroom dimensions and adequacy for the number of participants

- Organization of tables and chairs

- Infrastructure for interactive learning

- Teaching tools and devices

- Cleaning and maintenance

- Ventilation, temperature control, and noise insulation

- Safety facilities and equipment, emergency and security procedures

This information will be collected through written description and photographic evidence, to be reviewed and approved by OTGA Secretariat.

3.2   Lesson plan

A lesson plan is a detailed description for each lesson or module to guide the learning activity and it includes the aims and objects of the lesson, the pedagogic approach to be used (such as group or individual learning, classroom or distance), the lesson format, how the lesson or module meets the expected learning outcomes of the course and the way of measuring how well the goal was reached (learner assessment).

The **OTGA Lesson/Module Outline** (*Document No. IODE.F09*) can be used to facilitate the organization of this information, or it can be completed directly in the course page/Moodle online. A sample of this document is provided as *Annex C. OTGA OTGA Lesson/Module Outline*.

3.3   Course announcement

For each training event, the OTGA Secretariat will create an event on the IOC OceanExpert event calendar (https://oceanexpert.org/events/calendar?group=325). The course announcement will include the following details:

- Course title
- Start and end date
- Course description
- Learning outcomes
- Course content
- Target audience
- Language of instruction
- List of facilitators with a link to their OceanExpert profiles
- Organizers. Including their leading categories (i.e., RTC/STC, IOC Section or Programme, Affiliated partner)
- Course duration and format. Number of hours and format (i.e., synchronous/asynchronous session for online courses)
- Venue. For onsite courses only
- Learner assessment and certificate. The methods to be used to assess learners and certificate awarded
- Pre-requisites. Any course prerequisites, such as technical and language skills
- Application process. Including link to the online application form for courses requiring application
- How to enrol. Details on how to enrol, link to the course page, enrolment key
- Costs. No tuition fees
- Cancellation policy

Course announcement must follow IOC Communication active recommendations. OTGA courses are also promoted through IOC communication and social media platforms. The OTGA Secretariat will

create a new empty course on the OceanTeacher Moodle platform using the course template. OTGA course templates are provided in English, French, Spanish, and Portuguese, and may be adapted to other languages upon request and available means.

3.4   Course facilitators

OTGA course facilitators/trainers must demonstrate competencies that meet the learning outcomes of the training course, such as pedagogical, technical, communicational, interpersonal skills, etc. Facilitators are also expected to demonstrate competency to support distance and classroom learning and should also participate in professional development, such as learning and teaching principles, teaching competences, and practical experience in the subject matter.

All course facilitators must complete the OTGA Competency Assessment Form (*see Annex D*), which assesses the two core competences:

A.   Competences related to the delivery of learning services
B.   Personal competences

Evaluation of competences requires assessment based on the key qualifications and experience. The completed Competency Assessment Form must be submitted to the OTGA Secretariat.

All course facilitators must maintain a current record on OceanExpert (https://oceanexpert.org/) outlining professional experience, including filling out the skills field respective mention to the participation in training activities, such as "Training coordination/lecturing/expert in Ocean Sciences, including the following subject areas: …". Other professional networking sites (e.g., ResearchGate, LinkedIn) or a link to their organization website can also be referenced.

3.4.1   Professional development plan and reporting

Facilitators shall participate in professional development, which can include:

- Learning and teaching principles, sound practice and latest research in learning and teaching methods relevant to the curriculum;
- Teaching competencies, resources relevant to the curriculum, including instructional and informational technologies;
- Competence in using learning resources relevant to the learning services;
- Practical experience in subject matter;
- Competence in classroom management;
- Assessment for the subject being learned.

Individual participation must be reported every 2 years to OTGA Secretariat. This information will be gathered through an online questionnaire hosted within the e-Learning Platform and shared with the active Facilitators. Results of this survey will be compiled and shared with the members of OTGA-SG, for evaluation and improvement action.

All course facilitators are offered the opportunity to receive additional training materials by OTGA Secretariat, such as the OTGA *Introduction to designing and teaching online courses* course, so they have a clear understanding of the Moodle tools available for use during a course. Other training materials and development opportunities can be included based on demand and resource availability.

Professional development can also be offered and managed by RTCs, STCs, and Affiliated partners. Information about these initiatives and results shall be reported during OTGA-SG meetings.

3.5   Course fees

Regular tuition fees cannot be requested from attendees for OTGA courses. However, cost recovery for items such as printed resources materials, consumables, catering, facilitation, lodging, etc., may be allowable for onsite courses and requested for participation - considering this is not the preferred modality and understood as an exception. In these cases, invoices shall be managed by the RTCs, STCs, and Affiliated partners, and must include detailed information on the service (service, number of persons, cost in total or per person).

For further information, contact the OTGA Secretariat.

3.6   Course applications

For **both onsite and online courses**, interested candidates can apply for an OTGA Training Course by completing an online application form. The online application form will be accessible for each OTGA course using the Wufoo online forms system. This is the official application form for each course and allows all information to be provided online. All applicants are required to have a current entry in OceanExpert (https://oceanexpert.org/). Candidates should be acquainted with these requirements before applying. The course description, topics to be covered, expected learning outcomes and pre-requisites (if any) will be made available on the OceanExpert calendar.

Before starting an application, the applicants should ensure they have the following available:

- a motivation statement (text file) of a maximum of 300 words.
- link to their OceanExpert profile.

Additional personal and professional information and documentation can be requested in the application form to facilitate selection according to the target audience and requirements.

For **onsite courses** and some **online courses**, applicants will be required to provide an endorsement letter[1] from the applicant's current employer or host institution stating the applicant's present position within the organization along with a description of the applicant's professional responsibilities. The employer should explain the importance of the training course for the applicant's position and for the organization. The employer should demonstrate the possibility of transferring the acquired knowledge to the home institution/country.

Applications that are incomplete or illegible will be rejected. Documents should be submitted in the language of instruction. For documents which are not submitted in English, a translated version may be requested.

A course application may not be required for self-paced courses with no limits of participation, which mostly adopt an open and continuous registration format.

3.7   Cancellation policy

The following cancellation paragraph should be included in the course announcement on OceanExpert translated into the language of instruction.

> *In the event of cancellation of a course by the OTGA or its affiliates, we will provide notification of cancellation at least 7 days prior to the course date. In the event of cancellation by the attendee, we should receive notification of cancellation at least 7 days prior to the course date.*

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[1] *A valid endorsement letter should be issued using the official letterhead of the applicant's host institute, signed by the Institute director or the applicant's supervisor displaying the Institute's stamp.*

3.8   Participant selection

If a course has a limited number of places, there will be a selection of the top applicants. The selection process will take into consideration the following:

- expected impact of the training on the applicant's career development and/or institution capacity development
- available budget (for onsite courses)
- endorsement letter from the applicant's employer
- availability of any co-sponsoring (co-sponsoring is encouraged)
- gender and geographical balance

A limited number of travel grants are available for participants attending onsite courses (see Section 8).

3.8.1   Eligibility check

After the reception of applications, an eligibility check will be completed for all participants. This eligibility check takes into account the following parameters:

- overall completion of the application
- endorsement letter (if requested)
- valid OceanExpert ID and profile
- ability to meet any course-specific requirements, for example, knowledge of the language of instruction

The selection of participants will take into consideration:

- educational and/or professional background, including compliance with any course pre-requisites
- demonstrated strong institutional support from the applicant's employer in the official endorsement letter (for onsite courses requesting full or partial funding)
- ability of the applicant to understand and communicate in the language of the training course
- appropriate skills specific to the course

For **onsite courses** and some **online courses** the maximum number of seats available will be defined depending on resources available (infrastructure, number of instructors and teaching assistants).

3.8.2   Selection committee

A selection committee will evaluate all applications and make a recommendation on the successful applicants. The composition of the selection committee should comprise a minimum of 2 people, but ideally 3 or more, as follows:

- RTC/STC Coordinator
- Principal course facilitator

If required, IOC staff may join the selection committee or be consulted. Final selection should be sent to the OTGA secretariat as soon as the application overview is complete (refer to *Annex A. Course Planning Timeline*).

Exceptions to the above selection structure and criteria may be allowed when core principles are aligned to OTGA procedures and standards. These exceptions will be evaluated case by case by OTGA Secretariat, which should have access to source documentation if requested.

3.8.3 Scoring applications

Each member of the selection committee should score individual applications with a value between 0 and 3, using 0,5 increments, as follows:

Score	Description
3	Excellent
2	Good
1	Poor
0	Does not qualify

The criteria for scoring should consider the following aspects of the application:

- Technical quality of the candidate (educational/technical background)
- Motivation of the candidate (refer to their motivation statement)
- Endorsement by the host institute (if required)
- Candidate language skills (refers to language of instruction)
- Compliance with any specific pre-requisites as described on the call for applications for the course (e.g., computer / IT skills)

The above criteria can be adapted depending on the course format of participation, aim of the course, region, and number of places available.

UNESCO is committed to promote gender equality, therefore applications from women are strongly encouraged. When scoring, an additional 0.5 points for female applicants may be included (if there is no balanced gender in the initial pool of applications). Geographical balance is strongly recommended for training courses with international participation.

3.9   Official invitation to selected participants

All participants selected to attend **onsite and online courses** will be sent an email confirmation by the OTGA Secretariat.

Box 3.1. Example email confirmation to successful applicants for online courses

Dear applicant

We are pleased to inform you that you have been selected and invited to attend the <<course name>> delivered by << name of RTC/STC>>. This course will take place online <<date of course>> on the OTGA eLearning platform.

Please confirm your participation by responding to this email.

As part of the training, all participants are required to access UNESCO-IOC OceanTeacher Global Academy e-Learning Platform, direct LINK. Training material, activities, and certificates will be issued through this channel. Please, follow the instructions below to confirm your registration and enrol in the training:

Please register on the OceanExpert website (www.oceanexpert.org). In case you already have an OceanExpert account, ignore this request (please do not create duplicate profiles); if you have trouble logging in / forgot your password, you can request a new one in the system and if the problem persists, send an email to info@oceanexpert.org or ioc.training@unesco.org (we suggest you look at your spam box first). Note that you may receive automatic emails from OceanTeacher once you are enrolled in the event and these may be considered SPAM; please make sure to regularly check your SPAM box. To avoid missing emails, we advise using a non-institutional email address as these are less likely to be treated as SPAM. You can watch this tutorial to better Understand how the OceanTeacher platform works.

Once your OceanExpert account is approved, log in OTGA e-learning platform.

Go to the course page to self-enrol <<course page link>> using the enrolment key <<enrolment key>>.

Once you are enrolled, please take some time to do the following:

> *- Get familiar with the use of the e-learning platform.*
> *- Check the information about the event (Start Here), including the agenda/timeline and the FAQs*
> *- Introduce yourself on the dedicated forum*
>
> *If you have any questions about these steps, please contact the OTGA Secretariat (ioc.training@unesco.org), always using the name of the training as the email subject.*

For participants attending onsite courses, an official letter is often required by those participants requiring a visa. In the case of selected participants receiving travel grants to attend an onsite course, an official notification letter issued by the host organization should be sent, with the following default text:

***Box 3.2. Notification letter to successful applicants** (receiving travel grants)*

Dear Applicant,

Subject: Invitation to attend the OceanTeacher Global Academy <<name of course>>, <<venue>>, <<dates>>.

We have the pleasure of inviting you to attend the -OceanTeacher Global Academy: <<name of course>>, hosted at the <<name of RTC/STC>> in <<venue>>. Details of the agenda and programme is available on the OceanExpert website <<course url>>.

We are pleased to inform you that UNESCO-IOC will provide you with financial support for your participation in the training course. [INSERT THE SUPPORT TO BE PROVIDED, E.G., AIRFARE, HOTEL, MEALS, ETC.].

We recommend you to immediately start arrangements for obtaining a visa for <<country>> (in case you need one) for which you can use this letter.

Looking forward to meeting with you in <<venue>>, we remain,

Yours sincerely,

RTC/STC Coordinator

3.10 Feedback to unsuccessful applicants

All unsuccessful applicants for **onsite courses and distance learning courses** should receive a notification regarding the result of their application immediately after the final selection has been approved. An email should be sent informing them of the reason. For non-selected participants, the following default text should be used or adapted:

Box 3.3. Notification letter to unsuccessful applicants

Dear Applicant,

Subject: Invitation to attend the OceanTeacher Global Academy <<name of course>>, <<dates>>

Thank you very much for your application.

We regret to inform you that your application has not been selected. Due to the large number of applications received and the limited places available, we were not able to invite all applicants.

The fact that you have not been selected for this course has no implications for future applications.

We kindly invite you to register on the OceanExpert and OTGA pages to receive our announcements. All courses are also advertised on our social media. Many courses are still open for application or self-enrolment.

3.11 Local information to participants

For **onsite courses**, information on the course logistics should be provided to all participants at least two weeks before the start of the course. Information to be provided should include:

- Venue

- Arrival information
- Local transport
- Weather
- Contact person

Annex E. Template for Local Information to Participants provides a template for the local information, as an example, that can be adapted by the RTC/STC/Affiliated partner to include relevant information.

4. COURSE DESIGN

OceanTeacher uses the Moodle learning platform (http://www.moodle.org). Moodle is an open-source software learning management system (LMS) that provides an integrated system to create personalised learning environments. Moodle provides a collaborative learning environment that can include resources such as course information, handouts, presentations, video and web links and activities such as discussion forums, assignments, online tests and quizzes, online submission of assignments by the learners, subsequent online grading by the facilitators, and certification. Moodle is the world's most widely used LMS. Currently there are over 150,000 Moodle sites deployed worldwide in more than 230 countries and benefiting more than 480,000,000 of users.

Box 4.1. Learning Management System (LMS)

A Learning Management System (LMS) is an online system for delivering subject content to learners. A LMS supports the delivery and management of training resources and events and can be used for a wide variety of purposes, including managing training records, registering for courses, providing learning resources, delivering online courses, facilitating communication between learners and facilitators, and assisting in the assessment of outcomes.

4.1 OceanTeacher Global Academy e-Learning Platform

All material used during a course is accessible from the OceanTeacher e-Learning – Moodle based platform (https://classroom.oceanteacher.org/). This includes presentations, documents, images, videos, assignments and activities. All training resources are uploaded to the e-learning platform[2].

It is important to engage learners interactively during the course, and Moodle provides different options such as forums, chat rooms, assessments and multimedia. The use of formatting options such as images, colour and videos will improve the design of the course page and enhance the learning experience. Include activities and resources that visually engage, such as videos and images. The use of diagrams, charts and graphs can aid the processing of text-based information.

Careful planning of each OTGA course is essential for creating a positive and effective learning experience for the learner. Before designing a course, review the current teaching strategies, the course learning outcomes and the learning activities used to assess the outcomes. Effective course design minimises course navigation time, leaving more time for students to spend collaborating, communicating and engaging with the course.

Course material that a learner observes or reads, such as web or text pages, hyperlinks, and multimedia files, is known as a **_Resource_**. Course material that a learner interacts with, or that enables interaction among learners and facilitators, is called an **_Activity_**. Some Moodle Activities may

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[2] _The exception is copyrighted material. Such resources can be referred to (e.g., using an URL or DOI) but not uploaded on the OTGA Platform (see section 8.3 below)._

be used as assessment tools. Moodle allows creation of learning paths specific to the needs of the learner through the sequencing of resources and activities.

Access to the e-Learning Platform is coordinated by OTGA Secretariat with the assistance of Course Coordinators and Facilitators. Accessing rights and participants' categories to be used in the course page in OTGA e-Learning Platform:

> Manager – full access to the course content and editing rights – assigned to Course Coordinators.

> Course editor/Instructor – full access to the course content, editing rights of content and major settings – assigned to Facilitators leading or assisting the course development and delivery.

> Non-editing teacher – full access to the course content, editing is not possible – assigned to Lecturers for reporting purposes

> Course Reviewer – full access to the course and activities, editing is not possible – assigned to Staff participating in the testing or reviewing of the learning materials.

After a course is launched and/or closed, OTGA Secretariat can at any time remove editing rights from Course Coordinators and Facilitators to ensure the quality and well-functioning of trainings. The same procedure may be adopted when OTGA Secretariat identifies a mismatch with guidelines, such as changes in the course settings and materials. This action must be immediately communicated to the Course Coordinator accompanied by an explanation of the reasons. Rights can be restored upon approval of OTGA Secretariat and the solution accomplished.

Similarly, learners' access can be removed at any time when OTGA Secretariat, Course Coordinator or Facilitators identify a mismatch with the participant's list, mode of enrolment, inappropriate conduct, or any emergency issue. This action must be immediately communicated to the course participant, accompanied by an explanation of the reasons. Rights can be restored upon approval of OTGA Secretariat and the solution accomplished.

4.1.1. Active policies

Following UNESCO, IOC, and IODE regulations and instructions, the following policies are applied to all users of OTGA e-Learning Platform:

● OTGA Privacy Notice

Summary

This privacy notice relates to user accounts created on this site.

Full policy

Privacy and personal data

We take your privacy very seriously. In order to provide access to this site, we need to collect and store personal information about you. We respect your privacy and your email address will not be shared or sold to any third party. We may send you follow-up emails after the course to ask for your evaluation and inform of you future training options or other resources.

What is collected?

We collect the data that you provide when creating an account, such as name and email. We also collect data about your activity on the site, including any contributions that you make.

How is this information used?

This information is only used to provide access to the online courses on this site.

How long is my data stored?

Your personal data is stored as long as your account is active on this site.

Select NEXT to go to the Consent page

● Data Policy

Summary

Data policy

Full policy

OTGA handles mostly data and information from participation in capacity development activities, specifically, training courses and associated learning activities. Currently, all data and information from participants, facilitators, and experts are archived in IODE OceanExpert database, linked to OTGA e-Learning platform (Moodle) alumni system. The full database is only accessed by OTGA secretariat and IODE IT support, and personal information is not openly available. The database is used to report on course performance and impact. Information on completion of training courses and profiles is open to anyone through OceanExpert. This data is digitalized, and quality-controlled, and it complies with IOC Data Policy and Terms of Use (2023). OTGA documentation and metadata can be accessed upon request (e.g., OTGA Course Management Guidelines, assessment forms, etc).

4.2 Course templates

All OTGA courses use a standard template. The template comprises a set of standard screens/pages that provide a consistent and familiar navigation experience for learners. This is especially important for participants new to online learning, and it reduces the cognitive load for learners. For the subject matter experts and course designers, the template provides a professional look to a course and saves time and effort compared to starting a new course from scratch.

The course template consists of the following items:

● Start Here. This section includes instructions on how to get started and where to find various course components. Learners are introduced to the purpose and structure of the course.

Table of contents

Getting Started
Overview
Course Outline and Agenda
Meet the Trainers
Frequently Asked Questions
Minimum technology requirements
Live/Synchronous Sessions
Course Feedback
Certificate
How long can I access the course contents/resources online?
Learner Support Resources
Accessibility Policy
Acknowledgements

- Pre and Post Assessments. Manual or automated graded evaluations designed based on the learning outcomes.
- Modules. The modules assist the course creators in structuring a course in small chunks to help learners solidify the relationships between concepts. Modules can be divided into lessons and lessons can be divided into learning activities. All learning activities, except Quizzes and Assignments, must be inside the lessons. This will ensure the Moodle Lesson Activity is used to its full potential.
- Announcements and discussion forums. Interactive tool to allow information sharing and discussions during the course, for the use of Facilitators and Learners.
- Feedback Survey (see item 6)
- Certificates (see item 5.5)
- Back office. Session available only for Facilitators and OTGA Secretariat to store useful course documentation and instructions.

The OTGA course templates are currently available in English, French, Spanish and Portuguese.

4.3. Moodle resources

A resource in Moodle is an item that can be used to support learning, such as a file or link. Moodle supports a range of resource types which can be included in a course. A resource can be used for any kind of non-interactive content in a course. The following types of Resources can be used to present course material:
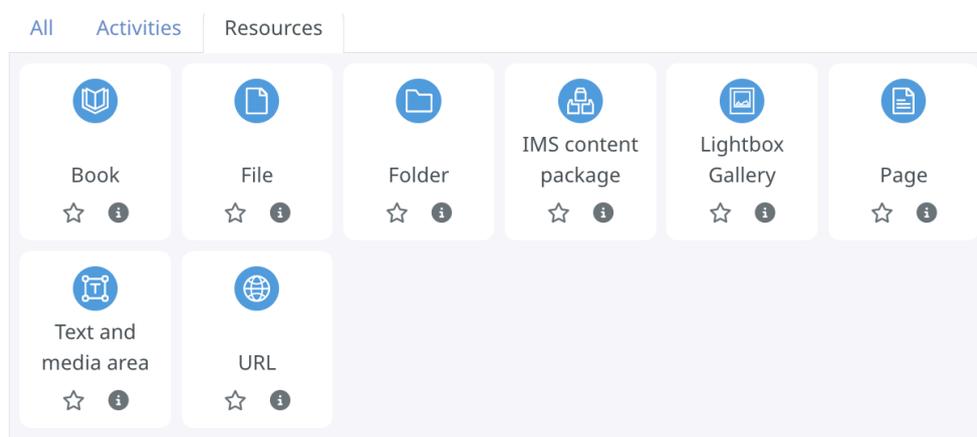
Table 4.1 Resource types in Moodle

Some of the resources are:

Book. The book module enables a facilitator to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.

File. The file module enables a facilitator to provide a file as a course resource. Where possible, the file will be displayed within the course interface, otherwise students will be prompted to download it. The file may include supporting files, for example, an HTML page may have embedded images. The learner may need to have the appropriate software on their computers to open the file.

Folder. The folder module can be used to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created, and files uploaded into it.

Page. The page module enables a facilitator to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps. Advantages of using the page module rather than the file module include the resource being more accessible (for example, to users of mobile devices) and easier to update. For large amounts of content, it is recommended that a book be used rather than a page.

URL. The URL module enables a facilitator to provide a web link as a course resource. There are a number of display options for the URL, such as embedded or opening in a new window.

Lightbox Gallery. This module allows course editors to create image galleries within a course. Small thumbnails are used to view the gallery, and clicking on any of the thumbnails enlarges the image.

4.4. Moodle assessment activities

Moodle activities can be used as Assessments tools, either for self-assessment and/or to allow the learner to demonstrate the understanding they have developed for the lesson or topic and demonstrate to the facilitator the knowledge that has been gained. Moodle provides a number of options for assessing learners, including assignments, lessons, forums, questionnaires, quizzes and chat, and these are referred to as Activities. The following types of Activities are available in Moodle:
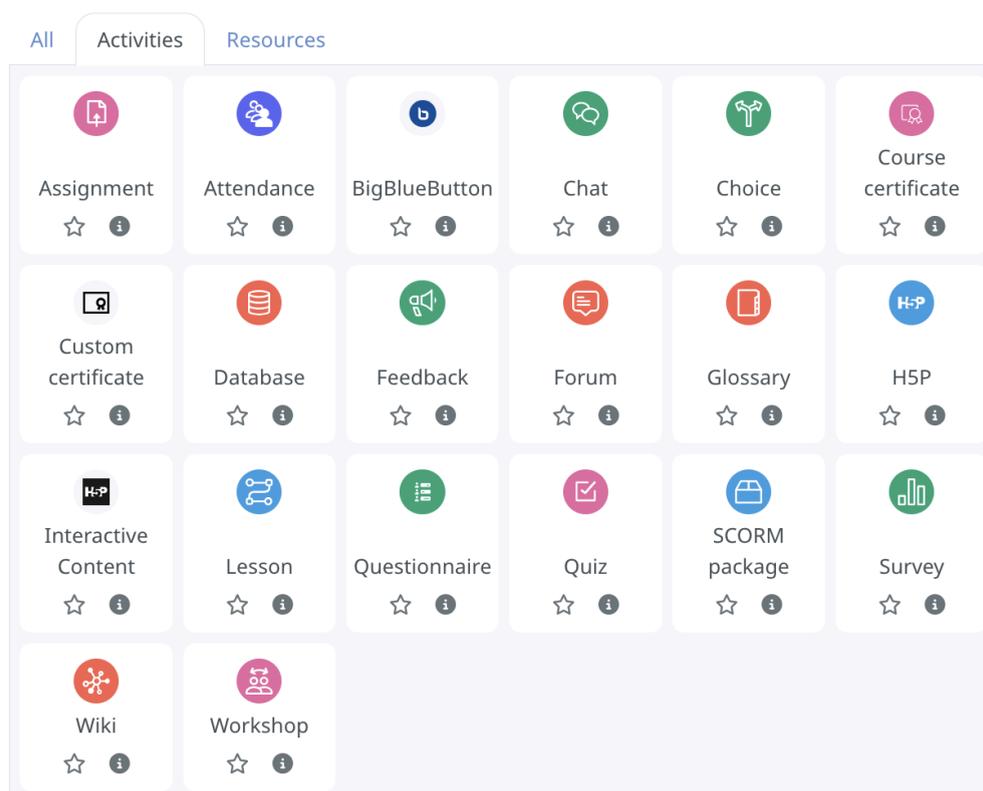
Table 4.2 Activity types in Moodle

Some of the more commonly used activities include:

Assignment. The assignment activity enables a facilitator to communicate tasks, collect work and provide grades and feedback. Learners can submit digital content, such as word-processed documents, spreadsheets, images, or audio and video clips. The assignment may require students to type text directly into the text editor. Learners can submit work individually or as a member of a

group. When reviewing assignments, facilitators can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded and grades recorded in the gradebook.

Lesson. A lesson activity is made up of pages which may have content for the learner to read or questions for them to answer. A lesson can be created as a linear set of content pages or instructional activities that offer a variety of paths or options for the learner. The facilitator can decide on the level of engagement by including a variety of questions, such as multiple choice, matching and short answer. Depending on the learner's choice of answer, they may progress to the next page, be taken back to a previous page or redirected down a different path entirely. A lesson may be graded, with the grade recorded in the gradebook.

Quiz. The quiz activity enables a facilitator to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. The facilitator can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set. Each attempt is marked automatically, except for essay questions, and the grade is recorded in the gradebook. Hints, feedback and correct answers may be shown to learner. The Question Bank can be used as a repository for quiz questions. The Question Bank provides a simple way to organize and manage questions for future use. It also allows the use random questions as well as re-use questions in later quizzes. Questions can be added to the Question Bank without first creating a quiz, and the questions can be used later. The Question Bank is organized in categories and subcategories similar to the way files are stored in folders and subfolders.

H5P Interactive Content. H5P is an abbreviation for HTML5 Package. The H5P activity enables H5P to be uploaded and added to a course. The H5P activity module enables creation of interactive content such as Interactive Videos, Question Sets, Drag and Drop Questions, Multi-Choice Questions, Presentations and much more. Interactive H5P content can be created using the built-in authoring tool or uploading H5P files found on other H5P-enabled sites.

SCORM. SCORM (Sharable Content Object Reference Model) is a collection of specifications that enable interoperability, accessibility and re-usability of web-based learning content. For example, PowerPoint presentations (with or without video and audio) can be converted to a SCORM package and presented as interactive content. OTGA uses ScormHero (https://scormhero.com/) to create a SCORM-compliant presentations from PowerPoint, videos, documents or from scratch.

Forum. The forum activity module enables participants to have asynchronous discussions i.e., discussions that take place over an extended period of time. There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each learner can post exactly one discussion; or a question-and-answer forum where leaners must first post before being able to view other learners' posts. Participants can subscribe to a forum to receive notifications of new forum posts. Forum posts can be rated by facilitators or learners (peer evaluation). Ratings can be aggregated to form a final grade which is recorded in the gradebook.

Chat. The chat activity module enables participants to have text-based, real-time synchronous discussions. The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chats are especially useful when the group chatting is not able to meet onsite.

BigBlueButton. BBB is a virtual classroom system for online learning that provides real-time sharing of audio, video, slides, whiteboard, chat and screen. It also allows participants to join the conferences with their webcams and invite guest speakers.

Attendance. The attendance activity enables a teacher to take attendance during class and students to view their own attendance record. Attendance should be used for all onsite courses.

The use of **Activity Completion** allows the facilitator to set completion criteria for specific activities. A check (tick) ☑ appears against the activity when the learner meets this criterion. The criterion might be viewing content, participating in a forum, or completing a lesson, quiz or assignment. The activity completion tracking should be enabled for all courses. This provides the learner with a checklist of what has been completed and can be linked to course completion to allow both the learner and facilitator to monitor progress through a course. This also allows the facilitator to monitor progress. Facilitators can retrieve activity and completion reports for the courses if they have editing rights.

Note: *Course content must not be changed once a course is open and running, or after a course is closed, unless there is a meaningful justification for this action or it is a minor correction. In this case, the Course Coordinator or Facilitators must contact OTGA Secretariat and agree on the best procedure for that. OTGA may proceed with minor changes for a smoother delivery or quality delivery at any time when this situation is identified. Secretariat may remove editing rights of a course after launched to prevent modifications and/or exclusion of relevant content.*

Note: *Major changes in course content, such as the addition of modules and modification of activities, or others, that can impact the learning outcomes and certification, will be treated as new courses or updated versions. In this case, the Course Coordinator or Facilitators must contact OTGA Secretariat and agree on the best procedure for that. All course management documentation will be updated accordingly.*

5. COURSE FACILITATION

Activities to be organized during the course include:

- Course enrolment
- Record attendance
- Learner assessment
- Course completion
- Certificates
- Web conferencing

5.1   Course enrolment

Moodle allows different methods to enrol in a course, including manual enrolment, self-enrolment and guest access. For OTGA courses, self-enrolment is enabled with an enrolment key, which is used to restrict enrolment. Guest access is disabled. Manual enrolment is enabled to OTGA Secretariat, Course Coordinators, and a selected group of Facilitators (e.g., Course editor). The enrolment key is provided to those learners selected for a course. For self-paced courses, the enrolment key is published on course announcement on the OceanExpert event calendar. Self-enrolment allows users to enrol themselves into a course using the enrolment key and there is no need to manually add learners. To send a welcome message to new learners, use the following text in the custom welcome message text box:

> *Dear {$a->fullname},*
> *Welcome to the course.*
> *In case of any questions regarding the OTGA e-Learning Platform please contact the OTGA Secretariat (ioc.training@unesco.org). For any questions regarding course content please contact the course coordinator <name and email for the course coordinator>, always using the name of the course as email subject.*

> *Kind regards*
> *OTGA Secretariat*

The welcome message can be personalized for each course.

Self-paced courses. Unless specifically requested, all SP courses should be open for a limited period. This will ensure (i) incentivisation by indicating a fixed time frame for completion and (ii) allow for compilation of annual statistics.

Group enrolment can be used to enrol students into a course and directly into groups. For example, enrolment for a 2024 cohort would have a group enrolment key and enrolment for a 2025 cohort would use a different enrolment key. Create the relevant groups in *Course administration > Users > Groups* then add the enrolment key and select *Use group enrolment keys > Yes*. Note that the group enrolment key should be provided to learners and should be different from the self-enrolment key.

5.1.1 **Enrolment disclaimer**

Upon enrolment, all learners will be requested to agree to the following terms:

Enrolment is the official registration as a course participant. By clicking on this button, I agree with the course details and terms (available in the course announcement in OceanExpert and/or course front page in OTGA e-Learning Platform). I also agree that OTGA content is under all Creative Commons Attribution 4.0 licence to be respected by all participants and personnel-machine accessing this course.

5.2 Record attendance

Onsite courses. The attendance of all learners should be recorded for **all onsite courses**.

The Moodle *Attendance* activity is used to record attendance, which allows the course facilitator to register attendance during class. The attendance status of a learner can be marked as "Present", "Absent", "Late" or "Excused". These status descriptions are configurable and extra status descriptions can be added if needed. The *Attendance* activity will be added to each onsite course page, and attendance can be tracked for each session. The *Attendance* activity can generate reports for either the entire class or for individual students. Learner attendance will be confirmed before certificates are awarde,d and any learner who does not attend the full course may not be eligible for a certificate. More information on how to setup and use the Attendance activity see: https://docs.moodle.org/404/en/Attendance_quick_guide.

Online courses. The attendance record may be required for online courses with live sessions. The use of Activity Completion allows the facilitator to monitor progress through a course.

5.3 Learner assessment

Activities can be used for assessment if they provide the option to grade or provide feedback for students. There are two main ways of assessing OTGA learners — formative assessment and summative assessment.

Formative assessment allows facilitators and learners to closely monitor progress and achievement. To identify prior knowledge or any gaps in understanding, formative assessment may begin with a diagnostic assessment and questions such as, "What do you already know? What do you remember?" Formative assessment includes a range of strategies such as classroom discussions and quizzes designed to generate feedback on performance.

Summative assessment summarises what a learner has achieved related to learning objectives. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are designed to measure

learner achievement relative to the subject's overall learning goals as set out in the relevant curriculum standards. All courses opened from 2026 must include pre and post assessment to evaluate learning outcomes achievement, specifically designed for each course.

Moodle provides a number of tools to help with formative and summative assessment (see Section 4.3)

5.4   Course completion

Course completion allows the facilitator to choose which activities in a course must be completed by learners. Course completion tracking must be enabled in the course settings. Select the activities to count towards completion of the course in the Course Completion settings. These can be lessons, quizzes, assignments, etc. The course satisfaction survey should always be selected. Select if ALL the activities must be completed or ANY selected activities to be completed. The Course Completion criteria must be set before the commencement of the course.

Activity Completion must also be enabled. For each activity required for completion, select the option "*Show activity as complete when conditions are met*" then select the completion criteria. This could be *Student must view this activity to complete it* and *Student must reach the end of lesson page to complete this activity,* in the case of a lesson or *Student must receive a grade to complete this activity* in the case of a quiz.

The Course Completion report lists the progress towards completion for each of the required activities. The report can be viewed by course editors and non-editing teachers in *Course administration >Reports > Course completion*.

5.5   Certificates

An OTGA course certificate will be awarded to those learners who successfully complete the course. The Moodle custom certificate module is used to generate dynamic certificates, and these will be made available to participants who successfully meet the course completion criteria.

Each course organizer can decide the criteria for course completion, for example, the pass mark to be achieved for quizzes and assignments. This must be communicated to learners prior to the course.

The course certificate will include the following information:

- Name of the certificate recipient
- Name of the training course
- Number of hours of instruction
- Name of the course organizer
- Date of issue of the certificate
- Unique certificate number

Certificates will be issued based on the template to be provided by the OTGA Secretariat (see *Annex F. OTGA certificate template)* and should be made available in the language of tuition, or alternatively, bilingual. Each certificate can be signed by the Course Coordinator. Optionally, the head of the host institution may also sign the certificate.

The course certificate can be verified by anyone by visiting the link https://classroom.oceanteacher.org/mod/customcert/verify_certificate.php and entering the verification code, which appears on the certificate.

5.6   Web conferencing

Web conferencing systems deliver interactive visual solutions that can be used to improve OTGA courses by providing facilitators with tools to engage learners with interactive experiences. Web

conferencing can enable multi-site classrooms and supports the creation of a global programme enabling learners to be involved in OTGA activities at the same time, even though they may be far from each other.

BigBlueButton, an activity module in Moodle, is the preferred web conferencing solution for OTGA online learning. BigBlueButton supports real-time sharing of slides, webcams, whiteboard, chat and presenter's desktop. It can also record and playback sessions (slides, audio, and chat) and allow participants to join the conferences with their webcams and to invite guest speakers. BigBlueButton also allows tracking attendance. BigBlueButton can also be used to pre-record lectures for learners to watch at their leisure and use scheduled class time for Q & A via BigBlueButton. It is recommended that hosting sessions be limited to 100 or fewer users as overall performance will degrade over 100 users. If recording a session, the recording will appear at the same location in the course. Other web conferencing tools can also be used.

6. COURSE FEEDBACK AND EVALUATION

Finding out about the satisfaction of the learner provides feedback to the course organizers on how to improve the learning process, administration, facilities and domestic arrangements. Seeking their views, gives the learner a role in the learning process, which can result in continual improvement.

6.1 Course evaluation

All OTGA courses are evaluated using a standardized, anonymous online feedback survey, which is used to collect the opinions from the course participants. Each course is assessed against the required learning outcomes, training activities and arrangements to improve the learning processes. The post-course survey question topics to be evaluated. Include (i) course expectations, (ii) course organization and layout design, (iii) course content and teaching/learning activities, (iv) course load, (v) support, and (vi) overall Experience. The standard post-course feedback survey questions are listed in *Annex G. Standard post course feedback template*.

It should be noted that feedback may not reflect the true feelings of some learners: they may, for example, give a high rating to avoid offending anyone, or a low rating because they were unwilling participants. Ratings can be subjective and influenced by a variety of factors, for example, an opinion about one part of an activity can affect the attitude of others.

At the completion of each course, learners are required to complete the feedback survey to measure how the course has met their expectations. The feedback survey is an activity module in Moodle and is included in each course. The feedback survey should be made available to the learner on the last day of the course and must be completed by all learners. A template and standard feedback survey is made available in the language, or languages, of the course. Results of the feedback survey are available to the course organisers, facilitators, and the OTGA Secretariat, and a wrap-up meeting should be scheduled following the course to discuss the course valuation. The results are used for continuous improvement for future training courses.

6.2 Rate this module

For each module or lesson in a course, there should be a Choice activity that asks the learner to rate each module/lesso,n including the organization, content and learning activities. This is a five-star rating where one star is poor and 5 stars is excellent.

Choice options	★☆☆☆☆ ☐	★★☆☆☆ ☐	★★★☆☆ ☐	★★★★☆ ☐	★★★★★ ☐

The result of the rating is included in the course review using the OTGA Course Design Rubric (see Section 8.1).

6.3   Complaints

Definition of a complaint: An expression of dissatisfaction or concern raised by a participant, trainer, or stakeholder regarding any aspect of the training program, such as its content, delivery, environment, or interactions.

Any formal complaint received, whether verbal or written, needs to be acknowledged, investigated and addressed to promptly resolve the complaint. All complaints will be entered into the OTGA Complaint Register, which is maintained by the OTGA Secretariat. Complaints relating to OTGA training courses received by email are to be registered on the group email account (ioc.training@unesco.org).

The RTC/STC Coordinator will investigate the complaints within 5 working days and notify the complainant of the outcome. The details of the investigation, outcome and discussions with the complainant will be entered in OTGA Complaints Register. The OTGA Secretariat will be copied in any correspondence at ioc.training@unesco.org.

The OTGA website has a contact form where complaints can be addressed.

6.4   Class observation

Periodic observation of teaching and learning for quality assurance purposes shall include:

(i) Onsite courses. Representative of the RTC/STC to observe a minimum of one session of the training course and report.

(ii) Online courses. Representative of the RTC/STC or the OTGA Secretariat to observe a minimum of one session of the training course and report.

(iii) Self-paced online courses. No observation required, but recommended when class video-recordings are available.

Reports must contain notes on teaching structure, format, resources, interaction, and overall didactics – using a designated template (*Annex H. OTGA Class observation report*). The results of the report will be revised by OTGA Secretariat for compiled reporting every 2 to 4 years. OTGA Secretariat can request focused improvement action and suggest professional development for Facilitators for the next editions. The action plan to remediate shall be coordinated between OTGA Secretariat, the Course Coordinator, and the RTC/STC/Affiliated partners for the next edition of the course. Implementation of the action plan will be monitored in the following course review.

6.5   RTC/STC Performance evaluation

Evaluating the performance of RTCs/STCs is crucial to ensure the consistent delivery of training that meets international standards and effectively addresses the specific needs of trainees and the broader ocean science community. It also ensures the alignment of RTCs/STCs with OTGA's overall strategic goals, as well as with those of the IOC's wider capacity-building efforts and the UN Decade of Ocean Science for Sustainable Development.

A qualitative-quantitative framework has been developed to assess the performance of OTGA training centres and trainers to enable real-time result assessment to improve the activities and strategic planning. The framework has defined five key performance indicators (KPIs):

1. Capacity to Develop and Deliver Training
2. Impact of Training Activities
3. Mobilization of Experts and Staff
4. Professional Values
5. Core Knowledge and Areas of Activity

The framework includes a Performance Assessment Rubric that provides a structured, objective, and transparent method to assess performance across the five key performance indicators. The rubric's clear scoring system (Excellent, Good, Fair, Poor) and the specific criteria for each score level make the evaluation process easily understandable. This transparency fosters trust and accountability, both for the centres being evaluated and for stakeholders reviewing the results.

All RTCs/STCs are evaluated on an annual basis using the Performance Assessment Rubric (see *Annex I. OTGA Evaluation Framework*).

7. ONSITE COURSES ADMINISTRATION PROCEDURES

It is expected that RTCs and STCs become less reliant on travel grant support for learners to attend **onsite courses** and will contribute to the course budget from their own resources or resources mobilized externally. This will increase the long-term sustainability of the RTC/STCs, associated networks, and OTGA as a whole. While it is expected that most learners will be self-funded, a limited number of travel grants is available for eligible participants who are selected to attend OTGA onsite courses. The administrative procedures described in items 8.1, 8.2, and 8.3 are also applied to Affiliated partners, and should be communicated to OTGA Secretariat.

Note: *Administrative procedures for onsite courses should begin a minimum sixteen weeks before the start of the course. The course planning timeline, with the administrative steps required, is described in Annex A. Course Planning Timeline.*

7.1 Travel grants

There is a provision for travel grants to facilitate learner attendance at **onsite courses**. The choice of participants to receive travel grants will be agreed upon between the Course Coordinator and the OTGA Secretariat.

Travel grants can cover the cost of one or more of the following:

- Flight or train tickets for approved international participants receiving travel grants
- Accommodation cost for approved international participants receiving travel grants

Travel for course participants approved for travel grants will be organized taking into account:

- Participants arrive as close as possible to the start date of the course
- Participants leave as close as possible after the end date of the course
- Travel should start from the closest international airport in the country of residence of the participant (if major domestic travel is required this can be considered on a case-by-case basis) and arrive at the closest international airport in the country where the course will be held
- Travel proposed to the participants will be the cheapest available
- A proposal will be submitted to and accepted by the participant
- If the participant requests a change, the participant should justify why this change is requested. Changes can be granted providing they do not have an influence on the price of the ticket and do not have an effect on the visa application

Accommodation for participants approved for a travel grant should cover the room rate, taxes and, if agreed as suc,h breakfast and/or use of WIFI (if not included). All extras, i.e., minibar, use of wellness facilities (if not free), must be paid directly by the participant to the hotel. If the RTC/STC/Affiliated partner has negotiated rates at a hotel in the neighbourhood of the venue for other participants, it may be more economical for the RTC/STC/Affiliated partner to book and pay for the accommodation for participants approved for a travel grant. If the RTC/STC/Affiliated partner arranges the booking and payment for the accommodation, the hotel must provide one invoice for each participant clearly stating the name, check-in and check-out date as well as the (full) room rate and taxes. Accommodation payments made by the RTC/STC/Affiliated partner for eligible course participants approved for travel grants, should be included in a *Contract for Services* (see Section 8.2). This must be discussed and agreed upon with the OTGA Secretariat beforehand.

Travel arrangements, including purchase of tickets and accommodation, can be made in cooperation with the OTGA Secretariat.

Catering for participants approved for a travel grant can be organized in different ways and this is the decision of the RTC/STC/Affiliated partner. If, for example, the venue has a cafeteria where food can be purchased or if there is a facility in the direct neighbourhood of the venue where food and refreshments can be purchased at a reasonable price and within a reasonable time period, there is no need to organize specific catering. If the RTC/STC/Affiliated partner provides catering for other course participants then the cost of providing catering to participants approved for a travel grant can be claimed in a *Contract for Services* (see Section 8.2).

7.2   Contract for services

For travel grants funded through UNESCO-IOC resources (regular and extra-budgetary), a *UN Contract for Services* will be requested between UNESCO-IOC and the RTC/STC/Affiliated partner institution. To prepare, execute and finally liquidate this contract and receive this funding, a number of documents need to be submitted both before and after the course. The request, based on the documents submitted, has to comply with the UNESCO-IOC rules and regulations with regard to *Contracts for Services* in general and the organization of the activity (the course) in particular.

The *Contract for Services* must be signed by both parties (UNESCO-IOC and the RTC/STC/Affiliated partner organization) before the start of the activity and before any funds can be transferred. Therefore, it is highly recommended to start this process as soon as possible after the announcement of the course as the administrative process can take some time.

Note: UNESCO Rules and regulations are updated on a regular basis. RTCs, STCs, and Affiliated partners should check with the OTGA Secretariat before each new request to avoid misunderstandings and disappointments.

The basis of the *Contract for Services* will be a budget submitted by the RTC/STC/Affiliated partner. The number of approved international participants receiving travel grants will determine the preparation of the budget. The budget will always be prepared in the local currency. The total amount will be converted into USD once the final budget is established using the official UN exchange rate at the time of the establishment of the contract.

Note: *A budget is not considered a final cost overview. By definition, it is an amount of money made available for the organization of an activity on the basis of a plan on how it will be spent. It does NOT mean that the funds made available can be used to cover any kind of cost. All eligible costs can only be reimbursed up to the amount made available. Therefore, the total amount of the budget should be as close as possible to the final costs, taking into account a small margin.*

In general, all other costs related to the organization and facilitation of the course are the responsibility of the RTC/STC/Affiliated partner. Items which are not eligible and cannot be included in the *Contract for Services,* including:

- Promotion materials such as t-shirts, banners, etc.
- Visa costs
- Renting classrooms
- Internet

Note: If you are not sure if a cost is eligible or not, check with the OTGA Secretariat beforehand.

7.3   Visas

Course participants are responsible for their visa application. However, the RTC/STC/Affiliated partner should provide the necessary documents for the application. Examples of documents required to be submitted for the visa application are (i) an invitation letter, (ii) proof of travel (either final e-ticket or travel proposal), and (iii) confirmation of accommodation (for Europe, a Schengen Medical Insurance might also be required for non-European participants). Sometimes embassies may request the organizer to directly confirm that a participant has been invited. RTC/STC/Affiliated partner should directly reply to the embassy in question in a timely way. The cost of visas is not covered by the *Contract for Services* and the cost of visas will not be reimbursed to participants. OTGA Secretariat can support these arrangements and communication once requested.

7.4   Ground transport

The cost of ground transportation between airport and accommodation and/or accommodation and course venue is the responsibility of the participant or the RTC/STC. If participants can join the accommodation/venue themselves in a safe way (walk, regular public transport), there is no need to arrange ground transportation. However, if the RTC/STC decides that it would be better to organize this transportation (airport/accommodation and/or accommodation/venue,) this should be discussed with the OTGA Secretariat and any agreed cost can be included in a *Contract for Services*.

8.   QUALITY MANAGEMENT

Quality management refers to the coordinated activities to direct and control an organization with respect to quality. Quality management focuses on the quality of products and services as well as on the means to achieve it by undertaking the following activities: quality planning, quality assurance, quality control and quality improvement. Quality management of learning resources and facilities can be used to support the learning process of an RTC/STC/Affiliated partner, or others interested in this guidance.

8.1 Course Design Rubric

The OTGA Course Design Rubric[3] is used to evaluate and improve OTGA courses. All OTGA courses will be reviewed annually by the OTGA Secretariat against the criteria and must achieve an overall score of 80% of the possible points to attain endorsement as an OTGA course. Feedback and recommendations for improvement will be provided to the RTC/STC/Affiliated partner responsible for the course delivery. Future editions of courses that have been evaluated must address the recommendations provided. The standard post-course feedback survey questions are listed in _Annex B. OTGA Course Proposal Form - Design Rubric_.

8.2 Quality Management System for Learning Service Providers

The International Standard ISO 29993 (_Learning services outside formal education – Service requirements_) is a service standard that specifies a set of minimum requirements for learning services outside formal education. It has been developed to promote the understanding and awareness of learners and/or sponsors as to the quality, sequence and outputs of learning services outside formal education, and their informed decision on the purchase of such services. The ISO 29993 standard is also aimed at helping learning service providers deliver the services that fulfil the needs of learners and/or sponsors.

Learning services outside formal education means learning services provided by private organizations or individuals other than established recognized formal systems of education, such as elementary, secondary or higher education. They include all types of lifelong learnin,g such as vocational training, in-company training (either outsourced or in-house). They also include learning services addressed to learners themselves, as well as their sponsors who purchase the services on behalf of the learners. The learning can be onsite, mediated by technology, or a blend of both.

The quality of learning services provided by OTGA is underpinned by the certification of the UNESCO-IOC Project Office for IODE as an ISO 29993 Learning Services Provider. The Project Office is accredited by having satisfied the requirements of the International Standard. This certification is a recognition of the quality of learning opportunities offered by OTGA, through the Project Office and the high standard of quality learning services delivered that can support all IOC programmes in providing specialized training. Courses delivered by an RTC/STC/Affiliated partner that comply with these Course Management Guidelines will meet the ISO requirements for learning services outside formal education.

Action plans for improvement in OTGA LMS will be developed and implemented on demand, after internal and external audits, or whenever issues are identified by one of the members of OTGA. Reporting and collaborative assessment of quality assurance action will be carried out during OTGA SG meetings.

8.3 Copyright

Original works and other subject matter may be subject to copyright protection. Copyright is intended to provide a balance between rewarding creators for the use of their works and allowing users reasonable access to those works. It is likely you will want to include copyright-protected material in your course. Proper authorization needs to be acquired to use copyrighted photos. You need to acquire a licence for photos which are copyright-protected, whatever the use. Avoid illegal copying or reproduction of copyrighted works. This includes printed material, graphics, video, audio and peer-reviewed papers or books. Attribution for all third-party material used in OTGA activities

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[3] _Based on the_ _QM CPE Rubric_

should be clearly displayed. Some examples of attribution can be found at https://wiki.creativecommons.org/Marking/Users#Examples_of_attribution.

If using material from the internet in any OTGA course, check the copyright statement on each website before you download and communicate any material. If possible, provide a link to the website, rather than copying material directly from the site. You must acknowledge the source of the work by **author** and **title**.

All OTGA content is covered by the Creative Commons Attribution 4.0 licence. (see https://creativecommons.org/licenses/by/4.0/). The CC BY-NC-SA licence lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. All new works based on yours will carry the same licence, so any derivatives will also allow commercial use. The following terms apply to this licence:

> **Attribution** — You must give appropriate credit, provide a link to the licence, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

> **ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the same licence as the original.

The following copyright statement is to be displayed on all OTGA content, including websites, presentations, documents, videos, etc.

Box 9.1. Copyright statement

Unless otherwise stated, all OceanTeacher training material is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC-BY-NC-SA 4.0)

The use of copyrighted material as part of a training course is subject to permission of the copyright owner, and it is the responsibility of the authors/content providers to obtain such permission.

All course facilitators should complete the *OTGA Copyright Rules*[4] tutorial so they have a clear understanding of what they can and cannot do when using third-party materials for their online courses on the OTGA platform.

In some instances, the material used in OTGA courses may not be original, and it is important that the original source is acknowledged. Plagiarism refers to presenting someone else's work, in any format, as your own original work without appropriate acknowledgement of the author or their source. Box 6.4 gives some examples of plagiarism.

Box 9.2. Examples of plagiarism

- *Direct copying of text (e.g., reproducing material that has been published or is available from the internet).*
- *Presenting data or graphics produced by others without acknowledging the source (e.g., downloading material from the internet).*
- *Paraphrasing material produced by others (e.g., changing the sentence structure but not the words or changing the words without changing the structure).*

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[4] *https://classroom.oceanteacher.org/course/view.php?id=777*

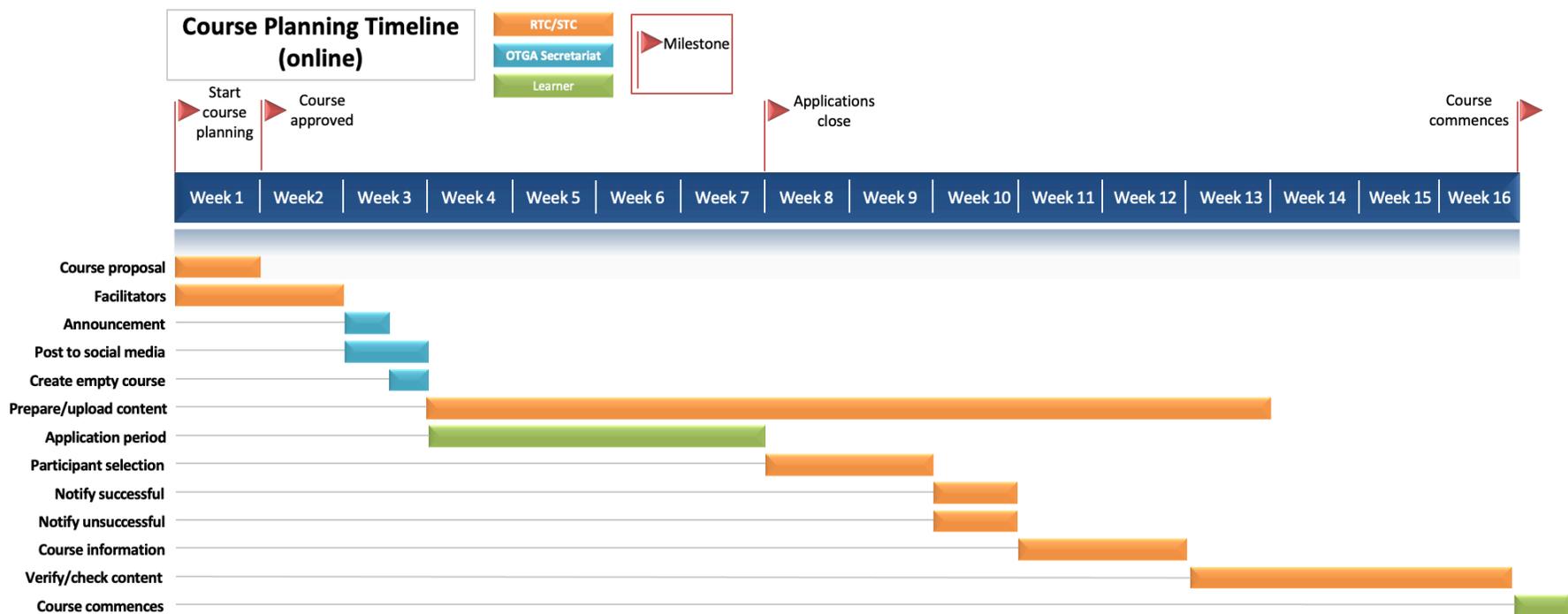- *Collusion with others which has not been authorized (e.g., work produced by several people working together is presented as the work of one person).*

It is most important that all OTGA instructors and learners are fully aware that plagiarism is not acceptable and that there are consequences for anyone indulging in plagiarism.

ANNEX A. COURSE PLANNING TIMELINE

Course planning timeline (online)

(Course planning timeline (onsite

| Course Planning Timeline (onsite) | RTC/STC |
| OTGA Secretariat |
| Learner | Milestone |

Start course planning | Course approved | Applications close | Start travel arrangements (F2F) | Course commences

| Week 1 | Week2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 |

Course proposal
Facilitators
Announcement
Post to social media
Create empty course
Prepare/upload content
Application period
Participant selection
Official invitations
Notify unsuccessful
Course information
Verify/check content
Course commences

Administrative procedures (F2F)

Request travel grants
Contract for services
Arrange travel
Apply for visa

ANNEX B. OTGA TRAINING COURSE PROPOSAL FORM (DESIGN RUBRIC)

Document No. OTGA02 (2026)

OTGA Training Course Proposal Form (English)

To be completed for every OTGA Training Course proposal (see OTGA Course Management Guidelines for instructions and details).

Course name					
Course description *(Summary of the purpose and key content covered)*					
Needs and priority analysis *(Explain how the course responds and addresses needs and priorities of IOC Programmes, Regions, and Member States, including the links with the IOC Capacity Development Strategy)*					
Learning outcomes *(List measurable statements describing what learners will know or be able to do upon completion of the course)*					
Course content *(Topics and activities to be covered)*					
Target audience and prerequisites *(Who should attend? What prerequisite knowledge is required)*					
Language of instruction					
Instructors *(Name and affiliation of instructors; must be registered in OceanExpert)*					
Start date		**End date**			
Course format	Online ☐	Onsite ☐		Blended ☐	
If blended, *list dates/times of online and onsite phases*	Online:		Onsite:		
If onsite, *list venue*					
Are synchronous sessions planned? *(List dates, times and time zone; is attendance mandatory?)*					
Estimated course duration / workload (in hours) *(if online or blended course, clearly indicate synchronous and asynchronous work hours, as/if applicable)*					
Organizers *(RTC/STC/Affiliates)*					
Learner assessment *(How will learning be measured e.g., assignments, tests, etc.?)*					
Evaluation/Certificate *(Will a certificate be issued; what is the criteria?)*					
Technology requirements/computer skills *(list IT or other skills required)*					

Pre-requisites *(Is there a pre-course phase? Is special software required?)*	
Application process *(default is OTGA online application form)*	
Application period *(recommend 4-6 weeks application period plus 2 weeks for selection)*	
Selection criteria *(list any specific criteria for selection)*	
Number of participants *(maximum number to be selected)*	
Costs *(Is financial support available for course development, delivery and maintenance? Is financial support available for or to be requested from learners? What are the criteria?)*	

| Course coordinator | | Contact email: | |
| OTGA use | Date received: | Date approved: | |

Email completed form to **ioc.training@unesco.org**

Course Development Tracking

* Responsibility options: OTGA Secretariat, Course Facilitators (e.g., Coordinators, Subject Matter Experts, Assistant Staff)

Tasks	Description	Deliverables	Responsibility	Designated person	Expected Date of Completion
1. Identifying Learning Objectives and Structure	Determine the specific, measurable, achievable, relevant, and time-bound learning objectives. Defining full course structure.	List of Learning Objectives for the entire course. List of activities and assessments in detail.			
2. Creating Content	Develop original content or source relevant existing materials.	Creation or curation of modules and training materials (e.g., documents, videos)			
3. Reviewing Content	Ensure all content is factually correct, up-to-date, and aligns with objectives.	Content review completion report, highlighting revisions and corrections made.			
4. Designing Assessment Tools	Create quizzes, assignments, or other methods to	Quiz/assignment blueprints, assessment rubrics,			

	evaluate learner performance.	clear grading criteria.			
5. Setting up Modules	Create the structure and layout of course modules within OTGA e-Learning Platform.	Moodle course shell with all modules and sections correctly organized.			
6. Uploading Content	Upload documents, presentations, videos, and assessments into OTGA e-Learning Platform.	All course materials uploaded and accessible in Moodle.			
7. Review content					

To be completed by the OTGA Secretariat

Event URL	
Online application form URL	
Course URL	
Course category	
Course ID	
Course Tags	

The course proposal form is an informal mutual agreement between the Course Organizer and the OceanTeacher Global Academy (OTGA) Secretariat, hosted by the UNESCO/IOC Project Office for IODE.

By submitting a course proposal, the Course Organizer commits to developing and delivering the course accordingly. Any modification must be informed, assessed, and approved by OTGA Secretariat before being implemented.

By approving a course proposal, OTGA Secretariat commits to supporting the development and facilitating the delivery of the course accordingly, under the conditions and resources designated by UNESCO/IOC.

All courses must follow OTGA Course Management Guidelines and comply with UNESCO/IOC policies and disclaimers.

A set of Course documentation and procedures will be requested for each course (see OTGA Course Management Guidelines), which includes (not limited to) a Course Proposal Form, Competency Assessment Forms, OceanExpert profiles, and others. All courses will be evaluated and results shared with the designated personnel, and used in UNESCO IOC reporting.

Annex C. OTGA Lesson/Module Outline

Document No. OTGA03 (2026)

OTGA Lesson/Module Outline
A course outline is a structure overview of all the content in the course. It serves as a roadmap for the OTGA secretariat, the teachers and the course organisers.
Every module starts with an introduction, the outcomes and how the structure is defined. Every lesson explains in details the content, including external links and picture, video links. Please add the content into this document for the secretariat to understand how the course is built.

Course name:
Course ID:

TITLE course

deadline upload xxx

Module 1: TITLE

Introduction to M1

This module introduces…

Learning Outcomes:

By the end of this module, participants will be able to:

How To Proceed

To succeed in this Module, you need to successfully complete the following lesson:

Lesson 1: xxx (link to Lesson 1)

M1-Lesson 1

Lesson Introduction:

This lesson provides a comprehensive overview of …

The Lesson covers the following Course Learning Outcomes:

Activities (Pages in the lesson):

Watch this video (if applicable)

Read this

Check Your Understanding (quizzes, assignment)

M1-Lesson 2

Lesson Introduction:

This lesson provides a comprehensive overview of …

The Lesson covers the following Course Learning Outcomes:

….

Module 2: TITLE

Introduction to M2

This module introduces…

Learning Outcomes:

By the end of this module, participants will be able to:

How To Proceed

To succeed in this Module, you need to successfully complete the following lesson:

…

M2-Lesson 1

Content

M2-Lesson 2

Content

…

Annex D. OTGA Competency Assessment Form

Document No. OTGA04 (2026)

OTGA Competency Assessment Form

The competency framework for personnel involved in providing learning services for the OceanTeacher Global Academy is structured around two core competences. Facilitators directly responsible for the delivery of an OTGA learning event should meet **Core Competences A and B**.

Evaluation of competences requires assessment based on the key qualifications and experience. Complete this **Competency Assessment Form** indicating how you meet the Core Competences then submit to the OTGA Coordinator (ioc.training@unesco.org).

Name:

Date:

Affiliation:

Training Course (Name/Date):

Core Competence	Competence performance criteria	Knowledge requirements	Evidence provided competency assessment
A. Competences related to the delivery of learning services	1. **Teach and/or support learning** Demonstrate a current and ongoing awareness of different approaches and methods of teaching and supporting learning. Ability to provide direct engagement and interaction with learners, whether in groups or individually, remotely or face-to-face. This may involve activities such as: • Instruction and teaching • Distance learning • Use of virtual learning environments • Supervision and mentoring	Knowledge and understanding of: • The subject material • Appropriate methods for teaching and assessing in the subject area • The use of appropriate learning technologies, for example Moodle • Methods for evaluating the effectiveness of teaching	
	2. **Assess and give feedback to learners** Demonstrated ability to assess and provide feedback to learners to meet the intended learning outcomes and to ensure the effectiveness of teaching practices. Learner assessment may be formal or informal. Feedback may be face-to-face, written, or using electronic means. Ability to demonstrate an understanding of: • Importance of assessment and feedback in the context of working with learners • How to make informed, formative judgements about learners' work • Appropriateness of the assessment approaches and feedback techniques	Knowledge and understanding of: • Importance of feedback for achieving learning outcomes • Tools supporting assessment for providing formative feedback to learners • Respect for individual learners and diverse learning communities	
B. Personal competences	1. **The subject material** Demonstrate how an understanding of the nature of the subject is used to inform the design and planning of learning activities,	Knowledge and understanding of: • The subject area • Linking learning and teaching methods to assessment and feedback	

Document No. OTGA04 (2026)

	the teaching strategies, the assessment and feedback.	• Aligning subject matter with appropriate methods, course design and assessment	
	2. **Engage in continuing professional development in subjects/disciplines and professional practices.** Facilitators should participate in continuing professional development activities such as: • learning and teaching principles • competence in using learning resources relevant to the learning services • practical experience in subject matter Provide evidence of continuing professional development and demonstrate how continuing professional development has improved the ability to deliver learning and/or support activities.	Continue to develop capability in teaching and learning support including: • Relevant continued professional development activities relevant to provision of learning services • Incorporate subject and research within professional practice to support learning	
OTGA use.	Date received:	Date approved:	
	RTC/STC/Affiliated partner:		

ANNEX E. OTGA TEMPLATE FOR LOCAL INFORMATION TO PARTICIPANTS

OceanTeacher Global Academy (OTGA) Training Course
<< Training Course name >>
<< Training course venue >>
<< Dates >>

Local Information for Participants

1.   VENUE
Details of the venue for the training course. Include:
-       Address of venue
-       Contact details (phone, email)

2.   ARRIVAL INFORMATION
Airport arrival information.

How to get to the hotel.

3.   ACCOMODATION
Details of preferred accommodation for the participants. Include:
-       Name of hotel
-       Address
-       Phone
-       Email

4.   LOCAL TRANSPORT
Details of local transport arrangements from the hotel to the course venue.

5.   WEATHER CONDITIONS
Information about the weather conditions to be expected during the course.

6.   OTHER INFORMATION
Provide any other relevant information such as, local currency, electricity and adaptors, etc.

ANNEX F. OTGA CERTIFICATE TEMPLATE

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION OF UNESCO (IOC-UNESCO)

OTG@
OceanTeacher Global Academy

hereby certifies that

successfully completed the xx-hour online training course

organized by the UNESCO/IOC Project Office for IODE
in collaboration with

Certificate No.

Course Learning Outcomes
- *Describe the core tasks required for the processing and distributing of biological marine data*
- *Explain the importance of following standards, both for the data and the metadata*
- *Identify possible data flow mechanisms and pathways to ensure their data are shared as widely as possible, thereby stimulating re-use*

Dr Joanna POST
Head, Ocean Observations and Services Section
Head, IOC Project Office for IODE (Interim)

ANNEX G. STANDARD POST-COURSE FEEDBACK TEMPLATE

Course expectations	The learning outcomes are clearly stated, measurable and are appropriate to the level of the target audience.
	Expectations for student learning were clearly defined.
	The course covered the content announced/expected.
	I achieved the course stated aims and objectives.
Course organization and layout design	The course platform is well-organized and easy to navigate.
	All course pages are readable and visually consistent.
	All course pages are functionally consistent and communicate course information clearly and in sequential order throughout the course.
	Multimedia files are clear, adequate, compatible with multiple operating systems and requires only a free, standard, and easily downloadable plug-in.
Course content and teaching/learning activities	The course content is appropriate to the goals of the course.
	The learning activities helped me achieve the stated learning outcomes.
	The relationship between completing learning activities and meeting the learning outcomes was clearly explained.
	During this course, I was often engaged in learning activities such as discussion forums, wikis, chat, projects, group work, etc.
	The course facilitators provided effective guidance and feedback.
Course load	Was the amount of time it took to complete this course appropriate?
	On average, how many hours did you spend on this course?
Interactivity	During this course, I had the opportunity to interact with the instructor as often as needed.
	During this course, I had the opportunity to interact with other learners
Support	How do you rate the response from the course facilitators to your questions or issues raised?

	How do you rate the response from the OTGA Secretariat to your questions or issues raised regarding the use of the OTGA e-Learning Platform?
	Did you encounter any technical problems during the course?
Overall Experience	What 2-3 things did you find most useful or valuable for learning?
	What 2-3 suggestions do you think would make this course a better learning experience?
	How do you plan to apply what you've learned during the training in your work or studies?
	What is your opinion about online learning?
	Would you prefer to take this course online or in the classroom? Please explain.

ANNEX H. OTGA CLASS OBSERVATION REPORT

OTGA Class Observation Report

The OTGA Class Observation Report is used to evaluate and improve teaching and learning for quality assurance purposes of OTGA courses, assessing structure, format, resources, interaction, and overall didactics during classes. All OTGA courses will be reviewed annually by the OTGA Secretariat or RTC/STC Representative. Feedback and recommendations for improvement will be provided to the Course Coordinator. Future editions of courses that have been evaluated must address the recommendations provided.

RTC/STC/Affiliated Partner:
Course name:
Course Date:
Course ID:

General Criteria	Score					Notes
	(1)	(2)	(3)	(4)	(5)	
Class Structure. Are the class title and learning objective(s) clearly stated? Are the session outline and rationale coherent and logically organized? Is the session explicitly linked to the overall course objectives?	No clear title or objectives; disorganized or missing outline; no rationale; session disconnected from course aims or sequence	Title present but objectives vague or non-measurable; outline or rationale weak; links to course aims are superficial or implicit.	Title and objectives present and generally aligned; reasonable outline and basic course linkage; some gaps in timing or rationale.	Clear title and specific objectives; well-organized outline and rationale; links to course aims, minor timing or sequencing details missing	Clear engaging title; precise measurable objectives; logical timed outline; explicit rationale; strong links to course sequence and goals.	
Learning resources. Are learning resources of good quality, referenced, and up-to-date? Are resources aligned with the session's objectives and suit the learners' level? Are there resources for active learning, creative thinking, and knowledge application?	Resources outdated, non-credible, or irrelevant; no alignment to objectives; no support for engagement and active learning.	Few credible or partly outdated resources; poor alignment to objectives; minimal active-learning support	Credible and reasonably current resources; some variety; generally aligned to objectives; limited active-learning features	High-quality, mostly current resources in several formats; aligns with objectives and supports engagement	Current, varied formats; directly aligned to objectives; accessible; actively supports problem-solving, creativity, and application	

Document No. OTGA05 (2026)

Interaction and support	(1)	(2)	(3)	(4)	(5)	
Does the lecturer encourage the participation of all learners? Are learners personally addressed and invited to participate? Is support provided when learners experience difficulties?	Little encouragement of participation; learners not addressed; support absent or inappropriate; interactions may feel dismissive or unsafe.	Engagement uneven relies on volunteers; invitations and support inconsistent; climate neutral with limited psychological-safety practices.	Several engagement strategies used; learners invited; support is usually available; interactions respectful but some learners are less included.	Frequent inclusive engagement; learners personally invited; support timely and appropriate; generally respectful climate with minor inconsistencies	Proactive inclusive strategies; learners routinely addressed; timely differentiated support; constructive feedback; strong support for psychological safety and respect.	
Teaching and didactics.	(1)	(2)	(3)	(4)	(5)	
Is teaching planned to meet the needs of all learners? Do lesson activities take into account learner interests and experiences? Are varied teaching methods used?	No planning for diverse needs; activities irrelevant to learners; single ineffective method; poor alignment with objectives.	Minimal differentiation; limited methods; activities only partially support objectives or deeper learning.	Some differentiation and relevance; a mix of methods present; alignment to objectives acceptable but not consistently optimized.	Thoughtful planning with differentiation; relevant activities; multiple effective methods aligned to objectives; minor gaps in inclusion or alignment	Lesson planned for diverse learners; activities reflect student interests; varied, well-aligned methods promoting higher-order skills.	
				Overall score /20		%
General comments Include any comments or suggestions that could be used to improve the teaching and learning.						

Reviewer:

Date:

ANNEX I. OTGA EVALUATION FRAMEWORK

Key Performance Indicators	Criteria	Questions
KPI 1. Capacity to Develop and Deliver Training	a. Number of **New** Courses Developed and Delivered in the year of evaluation b. Number of **Total** Courses Developed and Delivered c. Course Quality d. Resources and Infrastructure	● How many new courses were developed and delivered this year? ● How does the number of courses compare to the previous year? ● How do the Centre's courses score on the OTGA Course Design Rubric? ● Do resources and infrastructure fully support course development and delivery?
KPI 2. Impact of Training Activities	a. Number of Participants who Completed the trainings b. Geographical and Demographic Reach	● How many participants completed the courses this year? ● From how many different countries do the participants come? ● Do participants reflect equal representation of genders?
KPI 3. Mobilization of Experts and Staff	a. Number of Trainers/Facilitators Involved b. Trainer/Facilitator Development	● How many trainers/facilitators were involved in delivering courses this year? ● How do trainers/facilitators score on the OTGA Competency Self-Assessment Rubric?
KPI 4. Professional Values	a. Commitment to Continuous Improvement b. Ethical Teaching and Learning Practices	● How often are training materials reviewed and updated? ● Does the Centre have clear ethical standards? ● Does the Centre have clear processes for managing conflicts and ensuring fairness?
KPI 5. Core Knowledge and Areas of Activity	a. Contribution to IOC Programmes and/or the United Nations Decade of Ocean Science	● Does the Centre contribute to IOC Programmes and/or the United Nations Decade of Ocean Science?