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**IALA Model Course**

**V-103/2**

**On**

**Vessel Traffic Services Supervisor Training**

**Edition 2**

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| December 2009 | Entire document | Reflecting 10 years experience and the evolution of technology |
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|  |  |  |

Table of Contents

[Document Revisions 2](#_Toc245124354)

[Table of Contents 3](#_Toc245124355)

[Table of Tables 5](#_Toc245124356)

[Foreword 6](#_Toc245124357)

[PART A - COURSE OVERVIEW 7](#_Toc245124358)

[1 Overview 7](#_Toc245124359)

[2 Purpose of the Model Course 7](#_Toc245124360)

[3 Use of the Model Course 7](#_Toc245124361)

[PART B - DELIVERY OF THE MODEL COURSE 8](#_Toc245124362)

[1 Introduction 8](#_Toc245124363)

[2 Course Modules 8](#_Toc245124364)

[3 Subject Outline 9](#_Toc245124365)

[4 Detailed Teaching Syllabus 9](#_Toc245124366)

[5 Presentation 9](#_Toc245124367)

[6 Evaluation or assessment of the course participants 9](#_Toc245124368)

[7 Implementation 9](#_Toc245124369)

[8 Validation 9](#_Toc245124370)

[PART C - COURSE FRAMEWORK 10](#_Toc245124371)

[1 Introduction 10](#_Toc245124372)

[2 Requirements for endorsement as a VTS Supervisor 10](#_Toc245124373)

[3 Course intake - limitations 10](#_Toc245124374)

[4 Training staff requirements 10](#_Toc245124375)

[4.1 Instructors 11](#_Toc245124376)

[4.2 Assessors 11](#_Toc245124377)

[5 Teaching facilities and equipment 11](#_Toc245124378)

[Part D - GUIDELINES FOR INSTRUCTORS 13](#_Toc245124379)

[1 Introduction 13](#_Toc245124380)

[2 Curriculum 13](#_Toc245124381)

[3 EVALUATION OR ASSESSMENT 14](#_Toc245124382)

[PART E – COURSE MODULES 15](#_Toc245124383)

[MODULE 1 - ADVANCED TRAFFIC MANAGEMENT 16](#_Toc245124384)

[1.1 INTRODUCTION 16](#_Toc245124385)

[1.2 SUBJECT FRAMEWORK 16](#_Toc245124386)

[1.2.1 Scope 16](#_Toc245124387)

[1.2.2 Aims 16](#_Toc245124388)

[1.3 SUBJECT OUTLINE OF MODULE 1 17](#_Toc245124389)

[1.4 DETAILED TEACHING SYLLABUS OF MODULE 1 18](#_Toc245124390)

[MODULE 2 - VTS EQUIPMENT 22](#_Toc245124391)

[1.1 INTRODUCTION 22](#_Toc245124392)

[1.2 SUBJECT FRAMEWORK 22](#_Toc245124393)

[1.2.1 Scope 22](#_Toc245124394)

[1.2.2 Aims 22](#_Toc245124395)

[1.3 SUBJECT OUTLINE OF MODULE 2 22](#_Toc245124396)

[1.4 DETAILED TEACHING SYLLABUS OF MODULE 2 23](#_Toc245124397)

[MODULE 3 - ADDITIONAL PERSONAL ATTRIBUTES 24](#_Toc245124398)

[1.1 INTRODUCTION 24](#_Toc245124399)

[1.2 SUBJECT FRAMEWORK 24](#_Toc245124400)

[1.2.1 Scope 24](#_Toc245124401)

[1.2.2 Aims 24](#_Toc245124402)

[1.3 SUBJECT OUTLINE OF MODULE 3 25](#_Toc245124403)

[1.4 DETAILED TEACHING SYLLABUS OF MODULE 3 26](#_Toc245124404)

[MODULE 4 - RESPONDING TO EMERGENCY SITUATIONS 28](#_Toc245124405)

[1. INTRODUCTION 28](#_Toc245124406)

[1.5 SUBJECT FRAMEWORK 28](#_Toc245124407)

[1.5.1 Scope 28](#_Toc245124408)

[1.5.2 Aims 28](#_Toc245124409)

[1.6 SUBJECT OUTLINE OF MODULE 4 28](#_Toc245124410)

[1.7 DETAILED TEACHING SYLLABUS OF MODULE 4 29](#_Toc245124411)

[MODULE 5 - ADMINISTRATIVE FUNCTIONS 30](#_Toc245124412)

[1.1 INTRODUCTION 30](#_Toc245124413)

[1.2 SUBJECT FRAMEWORK 30](#_Toc245124414)

[1.2.1 Scope 30](#_Toc245124415)

[1.2.2 Aims 30](#_Toc245124416)

[1.3 SUBJECT OUTLINE OF MODULE 5 30](#_Toc245124417)

[1.4 DETAILED TEACHING SYLLABUS OF MODULE 5 31](#_Toc245124418)

[MODULE 6 - LEGAL KNOWLEDGE 32](#_Toc245124419)

[1.1 INTRODUCTION 32](#_Toc245124420)

[1.2 SUBJECT FRAMEWORK 32](#_Toc245124421)

[1.2.1 Scope 32](#_Toc245124422)

[1.2.2 Aims 32](#_Toc245124423)

[1.3 SUBJECT OUTLINE OF MODULE 6 32](#_Toc245124424)

[1.4 DETAILED TEACHING SYLLABUS OF MODULE 6 33](#_Toc245124425)

[ANNEX 1 VTS Supervisor Competence Chart 34](#_Toc245124426)

[ANNEX 2 Teaching aids AND REFERENCES 37](#_Toc245124427)

Table of Tables

[Table 1 Levels of Competence 12](#_Toc245124339)

[Table 2 Assessment levels 14](#_Toc245124340)

[Table 3 Recommended Course Hours 15](#_Toc245124341)

[Table 4 Subject outline – Advanced Traffic Management 17](#_Toc245124342)

[Table 5 Detailed teaching syllabus – Advanced traffic management 18](#_Toc245124343)

[Table 6 Subject outline – VTS equipment 22](#_Toc245124344)

[Table 7 Detailed teaching syllabus – VTS equipment 23](#_Toc245124345)

[Table 8 Subject outline – Additional personal attributes 25](#_Toc245124346)

[Table 9 Detailed teaching syllabus – Additional personal attributes 26](#_Toc245124347)

[Table 10 Subject outline – Responding to emergency situations 28](#_Toc245124348)

[Table 11 Detailed teaching syllabus – Responding to emergency situations 29](#_Toc245124349)

[Table 12 Subject outline – Administrative functions 30](#_Toc245124350)

[Table 13 Detailed teaching syllabus – Administrative functions 31](#_Toc245124351)

[Table 14 Subject outline – Legal knowledge 32](#_Toc245124352)

[Table 15 Detailed teaching syllabus – Legal knowledge 33](#_Toc245124353)

Foreword

The International Association of Marine Aids to Navigation and Lighthouse Authorities (IALA) has been associated with Vessel Traffic Services (VTS) since 1955 and recognises the importance of human resources to the development of efficient Vessel Traffic Services worldwide.

Taking into account the International Convention on Standards of Training, Certification and Watchkeeping of Seafarers, 1978, as amended in 1995 (STCW Convention), the Seafarer’s Training, Certification and Watchkeeping Code (STCW Code) and STCW 95 Resolution 10, IALA has adopted Recommendation V-103 on Standards of Training and Certification of VTS Personnel.

The model training courses developed, or being developed, by IALA for VTS personnel are:

* Model Course V-103/1 - VTS Operator Training
* Model Course V-103/2 - VTS Supervisor Training
* Model Course V-103/3 - VTS On-the-Job Training
* Model Course V-103/4 - VTS On-the-Job Training Instructor

These model courses are intended to provide national members and other appropriate authorities charged with the provision of Vessel Traffic Services with specific guidance on the training of VTS Operators and VTS Supervisors. They may be used by maritime training organisations, and assistance in implementing any course may be obtained through IALA at the following address:

The Secretary General

IALA Tel: (+) 33 34 51 70 01

20ter rue Schnapper Fax: (+) 33 34 51 82 05

78100 Saint Germain en Laye e-mail: [iala-aism@wanadoo.fr](mailto:iala-aism@wanadoo.fr)

France internet: [www.iala-aism.org](http://www.iala-aism.org)

PART A - COURSE OVERVIEW

# Overview

IALA recommends that training providers utilise accredited training courses as per IALA Guideline1014 on the Accreditation of VTS Training Courses.

# Purpose of the Model Course

The purpose of this model course is to assist maritime training organisations and their teaching staff in the preparation and introduction of new training courses for VTS Supervisors, or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved.

This course provides details of the subject areas for knowledge and practical competence required for a VTS Operator to gain an endorsement as a VTS Supervisor.

# Use of the Model Course

The complete course comprises six modules, each of which deals with a specific subject representing a requirement or function of a VTS Supervisor. Each module contains a subject framework stating its scope and aims, a subject outline and a detailed teaching syllabus.

The course also provides participants with the opportunity to exercise the role of a VTS Supervisor. These exercises should, wherever practicable, use simulation. Where simulation is not practicable, the exercises should be designed to be fully representative of appropriate situations that occur in a VTS.

PART B - DELIVERY OF THE MODEL COURSE

# Introduction

All training and assessment of personnel for gaining the endorsement as a VTS Supervisor should be:

1. Structured in accordance with written programmes, including such methods and means of delivery, procedures and course material as are necessary to achieve the prescribed standard of competence; and,
2. Conducted, monitored, assessed and supported by persons qualified in accordance with Part C, section 4 - Training Staff Requirements.

Training staff should review the course outline and detailed syllabus in each subject. The actual level of knowledge, skills and prior technical education of the participants in the subject concerned should be kept in mind during this review. Any differences between the level of skills and competencies of the participant and those identified within the detailed training syllabus should be identified. To compensate for such differences, the instructor is expected to delete from the course, or reduce the emphasis on, items dealing with knowledge or skills already attained by the participants. The instructor should also identify any academic knowledge, skills or technical training that the participants may not have acquired.

By analysing the detailed syllabus and the academic knowledge required to allow training in the technical area to proceed, the instructor can design an appropriate pre-entry course in the subjects in which weakness is evident. Alternatively, the elements of academic knowledge required to support the technical training elements concerned may be inserted at appropriate points within the syllabus.

Adjustment of the module objectives, scope and content for each subject may also be necessary if the participants completing the course are to undertake duties which differ from the objectives specified.

# Course Modules

The modular presentation enables the instructor to adjust the course content to suit the participant intake and provide any revisions of the subject objectives as required. The instructor should draw up lesson plans based on each detailed syllabus and the references in them to the textbooks and teaching material suggested for the course. Where no adjustment has been found necessary in the subjects of a detailed syllabus, the lesson plans may simply consist of the detailed syllabus with keywords or other reminders added to assist the instructor in making his presentation of the material.

To assist in the development of lesson plans, five levels of competence are used in the model courses for VTS personnel. Levels 1 to 4 are used in the model course for the training of VTS Operators and levels 3 to 5 are used in the model course for VTS Supervisor. See Table 1, Levels of Competence in Part C.

Each level of competence is defined in terms of the learning outcome, the instructional objectives and the required skills. The recommended level of competence for each subject is indicated in the Subject Outline, of each module.

# Subject Outline

The subject outline, of each module also includes a total recommended number of hours that should be allotted to each module. However, it should be appreciated that these allocations are arbitrary and assume that the participants have met fully all of the entry requirements specified for each subject. The instructor should therefore carefully review the objectives during course and lesson plan design and consider the need to reallocate the time required to achieve each specific learning objective. In addition, the opportunity to reduce formal training time through recognition of Accredited Prior Learning (APL) should be taken advantage of whenever documented evidence of prior learning or professional certification can be produced by the course participants.

# Detailed Teaching Syllabus

The detailed teaching syllabus, of each module has been written in learning-objective format in which the objective describes what the participant must do to demonstrate that knowledge has been transferred. All objectives are understood to be prefixed by the words:

*the expected learning outcome is that the participant has acquired the recommended levels of competence in …….*

In preparing a teaching scheme and lesson plans, the instructor is free to use any teaching method or combination of methods that will ensure participants can meet the stated objectives. However, it is essential that participants complete the subject matter set-out in each module.

# Presentation

The presentation of concepts and methodologies may be repeated as necessary in various ways until the instructor is satisfied that the participant has attained a good working knowledge in each subject.

# Evaluation or assessment of the course participants

The evaluation criteria are contained in column 4 of the VTS Supervisor competence chart (see ), and provide the means for an assessor to judge whether a participant is competent to perform the related tasks, duties and responsibilities.

# Implementation

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

* Qualified instructors;
* Support staff;
* Rooms and other spaces;
* Equipment;
* Textbooks, technical papers;
* Other reference material.

**Thorough preparation is key to successful implementation of the course.**

# Validation

The information contained in this document has been validated by a group of technical advisers, consultants and experts on training of VTS personnel. These were drawn from the IALA VTS Committee, training organisations of IALA national members and experienced VTS personnel so that the standards implemented may be as uniform as possible. Validation in the context of this document means that the group has found no grounds to object to its contents.

PART C - COURSE FRAMEWORK

# Introduction

The model course covers the requirements of the IALA Recommendation V-103. On successful completion of the course and assessments, the participants should have been presented with sufficient training and to carry out with competence the duties of a VTS Supervisor at a VTS centre. In particular they should be fully conversant with the administrative functions of a VTS and the methods of responding to emergency situations as well as the principles of Vessel Traffic Services, the services that a VTS centre can provide to shipping and the resources and means of providing those services.

# Requirements for endorsement as a VTS Supervisor

Every candidate for a VTS Supervisor endorsement should:

* be in possession of a valid VTS Operator Certificate;
* have achieved the International English Language Testing System (IELTS) level 6, or its equivalent;
* satisfy the Competent Authority by passing the appropriate assessment for the accredited course of Supervisor training and that they possess the additional theoretical and practical knowledge appropriate to the requirements of a VTS Supervisor.

# Course intake - limitations

Class sizes may be limited at the discretion of the Competent Authority in order to allow the instructor to give adequate attention to individual participants. In general it is recommended that a maximum of 12-14 students be the upper limit that a single instructor can be expected to train satisfactorily to the level of competence involved. Larger numbers may be admitted if extra staff and tutorial periods are provided to deal with participants on an individual basis.

During practical sessions and group activities there may be additional restraints on class size. In particular, where the use of a simulator or similar teaching aid is involved, it is recommended that no more than two students be trained simultaneously on any individual piece of equipment.

# Training staff requirements

All instructors and assessors should be appropriately qualified for the particular types and levels of training or assessment required for the model course.

The accredited training programme for VTS Supervisors should ensure that the qualifications and experiences of instructors and assessors are covered in the application of appropriate quality training standards. Such qualifications, experience and application of quality standards should incorporate appropriate training in instructional techniques, and training and assessment methods and practices, and comply with all applicable recommendations set out in the following paragraphs.

As well as instructors and assessors, additional staff may be required for the maintenance of equipment and for the preparations of materials, work areas and supplies for the practical work.

## Instructors

Any person conducting training of personnel qualifying for certification as VTS Supervisors should:

1. Have an appreciation of the training programme and an understanding of the specific training objectives for the particular type of training being conducted;
2. Be professionally and academically qualified in the task for which training is being conducted;
3. Have an appropriate balance of professional and teaching qualifications;
4. If conducting training with the use of a simulator:
   1. have received appropriate guidance in instructional techniques involving the use of simulators; and
   2. have gained practical operational experience on the particular simulator being used.

Any person responsible for the supervision of training personnel should have a full understanding of the training programme and the specific objectives for each element of training being conducted.

## Assessors

Any person conducting assessment of competence of personnel should:

1. Have an appropriate level of knowledge and understanding of the competence to be assessed;
2. Be qualified in the task for which the assessment is being made;
3. Have received appropriate guidance in assessment methods and practices;
4. Have gained practical assessment experience; and
5. If conducting assessment involving the use of simulators, have gained practical assessment experience on the particular type of simulator under the supervision, and to the satisfaction, of an experienced assessor.

# Teaching facilities and equipment

Facilities other than an ordinary classroom fitted with a chalkboard or whiteboard, an overhead projector or computer-assisted projector and screen are given in the individual subject frameworks.

In order to assist instructors, references are shown against the subjects in the modules to indicate references and publications, additional technical material and teaching aids that the instructor may wish to use when preparing and presenting the course, see Annex B, Teaching aids and references. The material listed in the subject frameworks has been used to structure the detailed teaching syllabuses; in particular:

* teaching aids (indicated by A);
* equipment needed by participants (indicated by E); and
* references (indicated by R).

1. Levels of Competence

|  |  |  |
| --- | --- | --- |
| **Level** | **Knowledge and/or Attitude** | **Skill** |
| **Level 1** Work of a routine and predictable nature generally requiring supervision | **Comprehension**  Understands facts and principles; interprets verbal/written material; interprets charts, graphs and illustrations; estimates future consequences implied in data; justifies methods and procedures | **Guided response**  The early stages in learning a complex skill and includes imitation by repeating a demonstrated action using a multi-response approach (trial and error method) to identify an appropriate response |
| **Level 2** More demanding range of work involving greater individual responsibility. Some complex/non-routine activities | **Application**  Applies concepts and principles to new situations; applies laws and theories to practical situations; demonstrates correct usage of methods or procedures | **Autonomous response**  The learned responses have become habitual and the movement is performed with confidence and proficiency |
| **Level 3** Skilled work involving a broad range of work activities. Mostly complex and non-routine | **Analysis**  Recognises un-stated assumptions; recognises logical inconsistencies in reasoning; distinguishes between facts and inferences; evaluates the relevancy of data; analyses the organisational structure of work | **Complex observable response**  The skilful performance of acts that involve complex movement patterns. Proficiency is demonstrated by quick, smooth, accurate performance. The accomplishment of acts at this level includes a highly co-ordinated automatic performance |
| **Level 4** Work that is often complex, technical and professional with a substantial degree of personal responsibility and autonomy | **Synthesis**  Integrates learning from different areas into a plan for solving a problem; formulates a new scheme for classifying objects or events | **Adaptation**  Skills are so well developed that individuals can adapt rapidly to special requirements or problem situations |
| **Level 5** Complex techniques across wide and often unpredicted variety of contexts. Professional/senior managerial work | **Evaluation**  Judges the adequacy with which conclusions are supported by data; judges the value of a work by use of internal criteria; judges the value of a work by use of external standards of excellence | **Creation**  The creation of new practices or procedures to fit a particular situation or specific problem and emphasizes creativity based upon highly developed skills |

Part D - GUIDELINES FOR INSTRUCTORS

# Introduction

VTS Supervisors are appropriately qualified persons performing one or more tasks contributing to the services of a VTS centre. It is essential that education and training be aimed at minimising incidents due to mistakes or errors of judgement. This model course is designed to meet the requirements for qualified VTS personnel to obtain an endorsement as a VTS Supervisor capable, subject to obtaining satisfactory On-the-Job Training, of supervising and managing an Information, Navigational Assistance or Traffic Organisation Service.

The demonstration of a high level of responsibility, watchfulness and precision characterise a competent VTS Supervisor. Training and education should therefore aim at stimulating these qualities.

Those parts of the subject that are important from the point of view of safety should be emphasised. The instructor should therefore be thoroughly acquainted with the relevant rules that regulate Vessel Traffic Services.

It is important to keep in mind the close relationship of all subjects in the VTS Supervisors course. In particular, instructors should continuously monitor the additional personal attributes of participants and, when appropriate, draw their attention to the need to meet the subjects of that module.

In Vessel Traffic Services new techniques and equipment are developed very quickly. This makes it necessary for instructors to keep up to date in new techniques and in national and international rules and regulations. Instructors should also be encouraged to teach relevant new developments and techniques not mentioned in this syllabus.

# Curriculum

The subject modules into which the course is divided reflect the competence headings of the VTS Supervisor Competence Chart (see ). The syllabuses are presented this way to show clearly the relationship of the syllabus with the IALA recommendations.

The subjects shown in the detailed syllabus are not listed in order of priority. Instructors should treat them in the order, which they consider to be the most effective for their course participants and circumstances.

Great care should be taken when using the levels of competence in Table 1. They have been phrased in a precise form to indicate exactly what the participant should be capable of doing. This then becomes the means of demonstrating that the intended level of knowledge or skill has been attained.

The recommended hours given in the syllabuses are intended to be used as approximate guidelines for planning purposes. The hours should be adjusted as necessary to suit local circumstances in the light of experience with previous courses. If possible the course should be implemented with some flexibility to allow for adjustments during its running. It is normal for different participants to require different lengths of time to cover the same work. For practical reasons some minor adjustments will probably be needed when drawing up the timetable to fit the work to be covered into fixed teaching periods and term times.

The success of the course will depend, to a large extent, upon detailed co-ordination of the individual subjects into a coherent teaching scheme. It is important that an experienced instructor acts as course co-ordinator to plan and supervise the implementation of the course.

Using the time estimates, modified as appropriate, a timetable should be drawn up to suit the normal working day and terms of the training organisation. Teaching schemes should be prepared by the teaching staff outlining the subject areas to be covered week by week. All members of the teaching team should have a copy of the proposed schemes so that they are aware of what is being done in subjects other than their own.

The teaching schemes should be scrutinised carefully to ensure that all of the listed subjects are covered, that repetition is avoided and that essential pre-requisite knowledge at any stage has already been covered. Only those additional requirements set by the Competent Authority should be introduced.

The course co-ordinator should monitor the running of the course. There should be regular discussions with the teaching staff involved concerning the progress of participants and any problems that have become apparent. Modifications of the teaching scheme should be made where necessary to ensure that participants are attaining the objectives laid down. If necessary, extra tuition should be arranged to enable weaker students to reach the required standard. At the conclusion of the course a discussion should be held to determine whether changes should be made to improve future courses.

Procedures should be in place to follow the On-the-Job Training (OJT) of students, using comments from both participants and OJT Instructors to help ensure relevancy and validity of future courses. The transition from advanced training to OJT should appear as continuous as possible.

# EVALUATION OR ASSESSMENT

Continual assessment of participants should be undertaken. In many cases the assessment can be based on the marks given to participants’ course work, providing a proper record of it is kept. That can be supplemented by occasional short test papers. These assessments are additional to any examination required for the purposes of certification.

Assessments should use the following five levels to indicate the progressive learning attained by participants. It is recommended that, for the VTS Supervisor, an average level of four to five should be considered as being satisfactory.

1. Assessment levels

|  |  |
| --- | --- |
| **LEVEL** | **DESCRIPTION** |
| LEVEL 1 | The participant demonstrates a willingness to learn. |
| LEVEL 2 | The participant demonstrates active participation in the learning process. |
| LEVEL 3 | The training positively influences the participant’s behaviour and attitude, and there is a measurable increase in knowledge and skills. |
| LEVEL 4 | The participant demonstrates the ability to adapt existing knowledge, skills and attitude when dealing with new and unplanned situations. |
| LEVEL 5 | The participant demonstrates a permanent positive change in knowledge, skills and attitude and is ready to positively influence others.  The participant may exhibit some positive changes in co-related behaviours. |

The form and timing of examinations for endorsement as a VTS Supervisor is a matter for the Competent Authority concerned.

An adequate period of time should be allowed at the end of the course for revision and review of the course content. That period and the time occupied by examinations would be additional to the times shown in the syllabuses.

The Competent Authority may recognize documented evidence including assessments completed for the attainment of related certificates as equivalencies for parts or all of specific VTS modules.

PART E – COURSE MODULES

The complete course comprises six modules, each of which deals with a specific course module and subject representing a requirement or function of a VTS Supervisor, followed by simulated exercises and assessment intended to be representative of events and incidents likely to be experienced in a VTS centre.

1. Recommended Course Hours

|  |  |  |
| --- | --- | --- |
| SUBJECT | RECOMMENDED  DURATION IN HOURS1 | |
|  | PRESENTATIONS / LECTURES | EXERCISES / SIMULATION2,3 |
| 1. Advanced Traffic Management | 14 | 18 |
| 2. VTS Equipment | 3 | 3 |
| 3. Additional Personal Attributes | 6 | 4 |
| 4. Responding to Emergency Situations | 12 | 18 |
| 5. Administrative Functions | 12 | 6 |
| 6. Legal Knowledge | 6 | 34 |
| Total | 53 | 52 |

*Notes: 1. The recommended times are based on the assumption that participant have no knowledge on any subject in excess of that gained during the VTS Operators basic training. The actual time required for each module will vary, depending on previous knowledge and the entrance level of the participant.*

*2. The times recommended include simulation time, but do not include the time necessary for examinations or tests of proficiency.*

*3. Simulation will provide an opportunity to combine several of the required teaching points of all modules concurrently.*

*4. Aspects pertaining to legal implications will be evidenced throughout all simulation exercises*

MODULE 1 - ADVANCED TRAFFIC MANAGEMENT

## INTRODUCTION

Instructors for this module should have knowledge and comprehension of ship bridge activities as well as qualifications in the VTS/Maritime field and the ability to apply nautical techniques in a VTS environment. If this cannot be achieved, then an appropriate expert should cover sections of this module relevant to their field of expertise. Ideally, every instructor should have full access to simulated VTS.

## SUBJECT FRAMEWORK

### Scope

This syllabus covers the requirement of candidates for VTS Supervisors to have nautical knowledge and management skills additional to those required for VTS Operators. This is to ensure effective traffic management and port operations.

This module also provides detailed knowledge of port operations and the means by which management information can be co-ordinated between all authorities associated with port management activities.

The syllabus provides candidates with an understanding of the conduct and safe management of dangerous cargoes and the ability to initiate effective actions in the event of accidental discharge, ingress of water or fire.

### Aims

On completion of this module candidates will demonstrate the ability to manage a VTS watch responsible for the provision of VTS traffic and port operations services and ensure that VTS is capable of co-ordinating effectively with authorities responsible for other port management services.

## SUBJECT OUTLINE OF MODULE 1

1. Subject outline – Advanced Traffic Management

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Recommended Competence Level** | **Recommended Hours** | |
| **Presentations/ Lectures** | **Exercises/ Simulation**1 |
| **Data used in VTS**  Charts and publications  Monitoring normal operation of aids to navigation  Other data sources | Level 4 |  |  |
| **Marine Organisations**  International/national/local organisations  Roles and functions of maritime organisations | Level 4 |  |  |
| **Traffic/Port Management**  Principles of waterway and traffic management  Traffic monitoring and organisation  Supervisory responsibilities and interaction  Harbour operations  Coastal VTS | Level 5 |  |  |
| **Dangerous Cargoes**  Types of dangerous cargo  Special considerations for ships carrying dangerous cargoes in a VTS area  Pollution control and response | Level 4 |  |  |
|  |  | 14 hours total | 18 hours total |

*Note 1 This should, where possible, include participation in a major regional pollution control exercise.*

## DETAILED TEACHING SYLLABUS OF MODULE 1

1. Detailed teaching syllabus – Advanced traffic management

| **Subjects / Learning Objectives** | **Reference** | **Teaching Aid** |
| --- | --- | --- |
| **Data used in VTS** |  |  |
| Charts and publications  Systems for correcting charts and publications  Means of promulgating changes to charts and publications  Significance of failure to correct and promulgate changes to charts and publications | R4, R22, R27, R43 | A1, A2, A3, A4, A6, A7 |
| Monitoring normal operation of aids to navigation  Visual confirmation of position and operation  Radar confirmation of position  Monitoring of remote sites | R42, R43 |  |
| Other data sources  International, regional, national and local data bases  Other data inputs |  |  |
| **Marine Organisations** |  |  |
| International/national/local organisations  International, national and regional SAR arrangements  IMO/IHO/ITU  IALA  IMPA/IHMA/IAPH  National/local governmental body/ ministry (\*)  National/local maritime executive/operational body (where different from (\*))  Other organisations  Roles and functions of maritime organisations  Establish chain of authority (relevant to the body of trainees under instruction) | R13, R35 | A17 |
| **Traffic/Port Management** |  |  |
| Principles of waterway and traffic management  Types of traffic / port management service  Planning  Risk management  Allocation of space  Criteria which determines the parameters for the safe passage of shipping  Guidelines on Navigational Assistance Service (NAS)  Required nautical knowledge | R1 to R7 inclusive, R17, R35, R41, R58, R59 | A1, A2, A3, A5  E1  E2 during simulated exercises |
| Traffic monitoring and organisation  Traffic patterns  VTS sailing or route plans  Situation analysis  Monitoring and surveillance requirements  Related nautical knowledge | R17, R37, R41 |  |
| Supervisory responsibilities and interaction  Ship masters (including PEC holders)  Marine pilots  VTS  Ships agents  Tugs and towing  Allied services  Other government departments/agencies  Related nautical knowledge |  |  |
| Harbour operations  Harbour master – Port authority  Port users/stakeholders  Terminal operators  Security  Role of VTS within the harbour  Other government organizations  Special operations  Related nautical knowledge |  |  |
| Ship Reporting Systems  Reporting and recording of alleged/observed breaches of COLREGS, mandatory ship reporting system requirements and SOLAS | R1, R2, R3, R7, R12, R16, R35, R60 |  |
| Coastal VTS  Concept of coast state control waters  Geographical limits of territorial waters SAR regions, EEZ and other special zones  National emergency towing protocol  Related diplomatic protocols  Related nautical knowledge |  |  |
| **Dangerous Cargoes** | R8, R38,R40 | A17, A18 |
| Types of dangerous cargo  International Maritime Dangerous Goods Code (IMDG)  International Convention for the prevention of pollution from ships (MARPOL)  Local/regional contingency and emergency requirements |  |  |
| Special considerations for ships carrying dangerous cargoes in a VTS area  International Maritime Dangerous Goods Code (IMDG)  International Convention for the prevention of pollution from ships (MARPOL)  Local/regional contingency and emergency requirements  VTS concerns  Pilotage concerns |  |  |
| Pollution control and response  Methods of containing  Methods of recovery  Role of VTS in national and local contingency/response plans |  | StandardHazmat course |

MODULE 2 - VTS EQUIPMENT

## INTRODUCTION

Instructors for this module should have comprehension of the equipment and systems used in vessel traffic services and how they are applied in a VTS environment. If this cannot be achieved, then the appropriate expert should cover certain sections of this module. Every instructor should have full access to a simulator capable of representing the VTS environment. In addition, if possible arrangements should be made for participants to visit operational VTS centres.

## SUBJECT FRAMEWORK

### Scope

This syllabus covers the theory and practice of maintaining the satisfactory operation of VTS systems, including monitoring the performance of equipment and sub-systems and organising maintenance requirements as and when necessary.

### Aims

On completion of the module participants will demonstrate a knowledge of generic system operation, as appropriate to the integration of VTS equipment, redundancy arrangements for the collection, analysis and dissemination of traffic information. Participants will explain rationale and demonstrate skills to identify the malfunction or degradation in performance of equipment and to keep the system operational on a 24/7 basis. Specific knowledge will be considered in On–the-Job Training.

In addition, the participants will demonstrate understanding of systems to enable services to be maintained, to the maximum extent practicable, in the event of equipment becoming unserviceable or malfunctioning.

Participants will communicate with technical staff to ensure that relevant documentation concerning the technical characteristics of the equipment, its operation, performance checks and maintenance, including routine servicing and repair work, is current.

## SUBJECT OUTLINE OF MODULE 2

1. Subject outline – VTS equipment

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Recommended Competence Level** | **Recommended Hours** | |
| **Presentations/ Lectures** | **Exercises/ Simulation** |
| **VTS Equipment**  Operation of equipment and systems  Maintenance procedures  Redundancy of equipment | Level 3 | 3 hours total | 3 hours total |

## 

## DETAILED TEACHING SYLLABUS OF MODULE 2

1. Detailed teaching syllabus – VTS equipment

|  |  |  |
| --- | --- | --- |
| **Subjects /Learning objectives** | **Reference** | **Teaching Aid** |
| **VTS Equipment** | R31, R33, R34, R37, R41, R49, R57 | A1, A2, A4, A6, A11, A12, A13, A15, A17, A18 |
| Operation of equipment and systems  Monitoring and maintaining optimum performance and types of:  Equipment and systems for collecting data  Equipment and systems for data analysis  Equipment and systems for disseminating data  Shutdowns/equipment degradation  Scheduled  Unscheduled  Rectification  Impact on operational procedures and levels of service  New technology |  |  |
| Maintenance procedures  Routine maintenance  Daily  Weekly  Monthly and longer intervals of time  Unscheduled maintenance |  |  |
| Redundancy of equipment  Systems and equipment for data collection  Systems and equipment for data analysis  Systems and equipment for data dissemination |  |  |

MODULE 3 - ADDITIONAL PERSONAL ATTRIBUTES

## INTRODUCTION

Instructors for this module should have experience of human relationships in particular, in the VTS field. If this cannot be achieved, then an appropriate expert should cover certain sections of this module.

In addition, the instructors of other modules should be aware of the requirements for participants to develop specific personal attributes. The instructors should continuously monitor the personal attributes of participants and, when appropriate, draw their attention to the need to meet the subjects of this module.

## SUBJECT FRAMEWORK

### Scope

This syllabus covers the personal attributes needed by VTS Supervisors to enable their administrative and supervisory duties to be performed properly under all conditions likely to be encountered in a VTS centre.

### Aims

On completion of the module participants will be able to demonstrate that they have acquired the knowledge and ability to conduct the duties of a VTS Supervisor in a manner which is tactful, courteous and conforms with accepted principles and procedures established by the Competent Authority.

In addition, the participant should be able to demonstrate a sense of responsibility, independence, a willingness to co-operate with others and the ability to motivate and lead a VTS team. In this context, ‘co-operation with others’ needs to include those outside of the VTS centre such as ship masters, pilots, tug masters and other allied services. The use of simulation integrated into training will enable participants to develop their leadership skills for handling external communications during all types of emergency likely to be experienced operationally.

Participants should also be able to recognise when stressful situations are developing and have knowledge of the management techniques necessary to minimise the effect of such situations on the efficient operation of a VTS centre.

## SUBJECT OUTLINE OF MODULE 3

1. Subject outline – Additional personal attributes

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Recommended Competence Level** | **Recommended Hours** | |
| **Presentations/ Lectures** | **Exercises/ Simulation** |
| **Leadership**  Team management  Job performance and professional development | Level 4 |  |  |
| **Communication Skills**  Effective communication  Media and general public  Operational communications | Level 4 |  |  |
| **Stress Management**  Recognizing stress/stressful situations and fatigue  Responding to stress/fatigue | Level 4 |  |  |
|  |  | 6 hours total | 4 hours total |

## DETAILED TEACHING SYLLABUS OF MODULE 3

1. Detailed teaching syllabus – Additional personal attributes

| **Subjects /Learning Objectives** | **Reference** | **Teaching Aid** |
| --- | --- | --- |
| **Leadership** |  |  |
| Team management  Leadership qualities  Diplomacy  Motivational skills  Dealing with difficult situations  Self directed work teams |  |  |
| Job performance and professional development  Technological and other advances  Credibility  Internal  External  Limitations |  | A16 |
| **Communication Skills** |  | A17 (Police, press, Coast Guard etc.) |
| Effective communication  Listening skills  Effective oral/written communication  Barriers to communication  Counselling |  |  |
| Media and general public  Confidential information  Press releases and public relations  Responding to requests/questions  Information management |  |  |
| Operational communications  Internal  External, such as VHF communications |  |  |
| **Stress Management** | R15, R24, R55 |  |
| Recognising stress/stressful situations and fatigue |  |  |
| Responding to stress/fatigue  Counselling |  |  |

MODULE 4 - RESPONDING TO EMERGENCY SITUATIONS

## INTRODUCTION

Instructors for this module should have the knowledge, comprehension and the ability to contribute to the development of contingency plans and to apply emergency procedures in a VTS environment. Every instructor should have full access to a simulator capable of representing the VTS environment. If practicable, arrangements should be made for participants to visit operational VTS centres.

## SUBJECT FRAMEWORK

### Scope

This syllabus covers the knowledge and skills necessary to supervise the response to emergency situations likely to occur within a VTS area, identify and maintain accurate records of additional resources which are available for emergency situations, and the circumstances under which they should be used.

### Aims

On completion of the module participants will demonstrate knowledge of how to assess and implement contingency plans relating to distress, emergencies and other special circumstances. Participants should have the knowledge to contribute to the development of local contingency plans.

The knowledge that the participants acquire should also assist them in the co-ordination of training exercises related to emergency situations. They should also understand the need to learn lessons from training exercises and the requirement to modify plans in the light of the lessons learned.

## SUBJECT OUTLINE OF MODULE 4

1. Subject outline – Responding to emergency situations

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Recommended Competence Level** | **Recommended Hours** | |
| **Presentations/ Lectures** | **Exercises/ Simulation** |
| **Contingency Plans**  Description and purpose of contingency plans  Implementation of and participating in contingency plans  Incident response  Special circumstances  Delegation of responsibilities | Level 4 | 12 hours total | 18 hours total |

## DETAILED TEACHING SYLLABUS OF MODULE 4

1. Detailed teaching syllabus – Responding to emergency situations

|  |  |  |
| --- | --- | --- |
| **Subjects /Learning Objectives** | **Reference** | **Teaching Aid** |
| **Contingency Plans** | R5, R13, R35, R37, R38, R39, R40, R41 | A1, A13, A14, A17, A18 |
| Description and purpose of contingency plans  International  National  Regional  Local  In-centre  Command and control structure  Training exercises |  | A12 |
| Implementation of and participation in contingency plans (e.g. man overboard, fire, collision, grounding, pollution, toxic-chemical spill, piracy, terrorism, medevac etc.)  Immediate response according to contingency plans  Use of check lists  Co-ordination, evaluation and dissemination of information  Liaison with other services as required  Importance of maintaining communications |  | A12 |
| Incident response (e.g. close quarters, loss of power)  Management of traffic  Importance of maintaining VTS services during incident |  |  |
| Special circumstances  Shifting of dangerous cargoes/materials  Incidents not fully covered by contingency plans  Incidents at the VTS centre (e.g. fire, flooding, terrorism, security, etc.) |  | A12 |
| Delegation of responsibilities  Prioritization  Lines of authority  Standard Operating Procedures (SOPs)  Organisation of duties of subordinates  Resource management |  |  |

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MODULE 5 - ADMINISTRATIVE FUNCTIONS

## INTRODUCTION

Instructors for this module should have knowledge and comprehension of the administration techniques and the ability to apply them in a VTS environment. If this cannot be achieved, then the appropriate expert should cover certain sections of this module. Every instructor should have full access to a simulator capable of representing the VTS environment.

## SUBJECT FRAMEWORK

### Scope

This syllabus covers the knowledge and skills necessary to plan and organise the administrative functions required for maintaining the operational efficiency of a VTS centre.

### Aims

On completion of the module participants will demonstrate knowledge to coordinate communications with allied services, manage traffic schedules, prepare reports and assess the performance of VTS centres and personnel.

Participants will also demonstrate knowledge enabling them to manage sailing or route plans and develop traffic plans based on forecast traffic movements within the VTS area.

## SUBJECT OUTLINE OF MODULE 5

1. Subject outline – Administrative functions

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Recommended Competence Level** | **Recommended Hours** | |
| **Presentations/ Lectures** | **Exercises/ Simulation**1 |
| **Planning and Organisation**  Traffic schedules  Performance of a VTS centre  Performance of VTS personnel  Preparation of reports (internal and external)  Allied services | Level 4 | 12 hours total | 6 hours total |

*Note 1 – Aspects pertaining to legal implications should be integrated in all simulation exercises.*

## DETAILED TEACHING SYLLABUS OF MODULE 5

1. Detailed teaching syllabus – Administrative functions

| **Subjects /Learning Objectives** | **Reference** | **Teaching Aid** |
| --- | --- | --- |
| **Planning and Organisation** |  |  |
| Traffic schedules  Monitoring traffic schedules  Promulgating traffic schedules  Managing traffic schedules | R37 |  |
| Performance of VTS centre  Supervising/maintaining log keeping functions  Shift scheduling | R37, R44, R49, R55 |  |
| Performance of VTS personnel  Assessing performance  Documenting performance and record keeping  Training, and improving performance | R37, R41, R44, R50, R55 |  |
| Preparation of reports (internal and external)  Routine reports  Incident reports  Technical reports  Other reports as required by operations (e.g. statistical, medical, comments, etc.)  Billing arrangements | R35, R37, R41 |  |
| Allied services  Co-ordination and communication with allied services  Producing/approving VTS sailing/route plans | R17, R37, R41 |  |

MODULE 6 - LEGAL KNOWLEDGE

## INTRODUCTION

Instructors for this module should have relevant knowledge and comprehension of the legal implications of operating a VTS and the ability to apply these when guidance on practices and procedures for VTS personnel is being developed.

## SUBJECT FRAMEWORK

### Scope

This syllabus covers the relevant knowledge and comprehension necessary to understand the legal requirements and their implications on all parties involved in traffic movements in a VTS area.

### Aims

On completion of the module, candidates will demonstrate an understanding of the basis in international and national law for the establishment of VTS as well as the legal requirements, limitations and liabilities of those involved in traffic movements in a VTS area, including ships’ masters, marine pilots, port and harbour authorities and VTS personnel.

Candidates will demonstrate an understanding of international, national and local legislative requirements and regulations.

## SUBJECT OUTLINE OF MODULE 6

1. Subject outline – Legal knowledge

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **Recommended Competence Level** | **Recommended Hours** | |
| **Presentations/ Lectures** | **Exercises/ Simulation**1 |
| **General**  Legal basis for VTS in international law  Legal liabilities and their implications to VTS  Legal liabilities and the implication to others in a VTS area  Shipping acts and regulations relating to VTS | Level 4  Level 3  Level 3  Level 4 | 6 hours total | 3 hours total |

*Note 1 – Aspects pertaining to legal implications should be integrated in all simulation exercises.*

## DETAILED TEACHING SYLLABUS OF MODULE 6

1. Detailed teaching syllabus – Legal knowledge

|  |  |  |
| --- | --- | --- |
| **Subjects /Learning Objectives** | **Reference** | **Teaching Aid** |
| **General** |  |  |
| Legal basis for VTS in international law  UNCLOS  SOLAS (Chapter V)  COLREGS  IMO resolutions and recommendations  IALA recommendations and guidelines | R1, R2, R3, R6, R7, R12, R16, R17, R35, R41, R46, R58, R59, R60 | A17, A18 |
| Legal liabilities and their implications to VTS  Routine operations  Incidents  Accuracy of information promulgated  Legal responsibilities/consequences of actions  Requirements and limitations of their authority | R35, R37, R58, R59, R60 | A18 |
| Legal liabilities and the implication to others in a VTS area  Routine operations  Incidents  Other circumstances | R35, R37, R58, R59 | A18 |
| Shipping acts and regulations relating to VTS  International regulations and resolutions  National shipping acts and regulations  Local bye-laws, circulars, guidance notes and accepted procedures  Means of commenting on/promulgating changes to acts and regulations | R1, R2, R3, R6, R7, R12, R16, R17, R35, R36, R37, R41, R45, R46, R48, R58, R59, R60 | A4 |

1. VTS Supervisor Competence Chart

| **Competence area** | **Knowledge, understanding and proficiency** | **Methods for demonstrating competence** | **Criteria for evaluating competence** |
| --- | --- | --- | --- |
| **Module 1**  Advanced traffic management | *Traffic management*  Apply traffic monitoring and management techniques.  Understand roles and responsibilities. | Examination and assessment of evidence obtained from approved simulator and on the job training. | Methods by which INS, TOS and NAS as well as other services are applied in an operational environment.  The roles, responsibilities and activities relating to the services are known. |
|  | *Chartwork / publications*  Ensure that:   1. all charts and publications are kept up to date in a timely and accurate manner and relevant documentation completed; 2. changes in data in use within the VTS are recorded accurately; 3. aids to navigation in a VTS area are operating within normal parameters. | Examination and assessment of evidence obtained from approved simulator and on the job training. | Interpretation and implementation of changes are correct and applied as soon as practicable after receipt.  Malfunction of any aid to navigation in the area is identified in a timely manner. |
|  | *Maritime organisations*  Knowledge of maritime related organisations | Examination and assessment of evidence obtained from practical instruction and approved simulator and on the job training | The responsibilities and activities of the organisations are understood |
|  | *Port management*  Knowledge and ability to coordinate information management of:   1. pilotage; 2. harbour operations (including contingency plans); 3. security; 4. tugs and towing; 5. allied services; 6. ships agents. |  | The responsibilities and activities relating to the services are known.  Methods by which liaison can be made with each of the services are known and understood. |

| **Competence area** | **Knowledge, understanding and proficiency** | **Methods for demonstrating competence** | **Criteria for evaluating competence** |
| --- | --- | --- | --- |
|  | *Dangerous cargoes*  Knowledge of dangerous cargoes.  Application of precautions to be taken.  Knowledge and application of response methods | Examination and assessment of evidence obtained from practical instruction and approved simulator and on the job training; | Methods by dangerous cargoes are recognized and classified are understood  Application of methods to respond to threats and incidents affecting the environment are taken in accordance with national and local requirements. |
| **Module 2**  VTS equipment | *Equipment operation and availability*  The ability to determine that the VTS equipment is operating satisfactorily and, when necessary, to take appropriate action to ensure that the service is maintained at an operational level, and any defects are rectified and relevant documentation is kept up to date. | Examination and assessment of evidence obtained from practical instruction and approved simulator and on the job training; | The methods of comparing actual operational performance with normal performance is known. A good understanding of the overall system, including all equipment and sub-system redundancy arrangements. |
| **Module 3**  Additional personal attributes | *Effective Communication*  Thorough knowledge of, and ability to perform:   1. dealing with the media and the general public; 2. operational telephone conversations; 3. negotiations with other interested parties. | Assessment of evidence obtained from approved simulated and on the job training. | Conduct conforms with acceptable principles, including confidentiality, and procedures established by the Competent Authority concerned. |
|  | *Leadership*  Demonstrate the ability to:   1. effect team work procedures; 2. administer and organise work programmes; 3. manage a VTS watch. | Assessment of evidence obtained from approved simulated and on the job training. | Conduct conforms with acceptable principles and procedures established by the Competent Authority concerned. |
|  | *Stress and fatigue management*  An appropriate knowledge of stress and fatigue management techniques. | Assessment of evidence obtained from approved simulation and on the job training. | Conduct conforms with acceptable principles and procedures established by the Competent Authority concerned. |

| **Competence area** | **Knowledge, understanding and proficiency** | **Methods for demonstrating competence** | **Criteria for evaluating competence** |
| --- | --- | --- | --- |
| **Module 4**  Respond to emergency situations | *Implement contingency plans relating to distress, pollution and special circumstances*  Demonstrate knowledge of :   1. pre-determined procedures concerning international, national and local emergency situations and coordinating their implementation; 2. the availability of additional resources and the circumstances under which they should be used; 3. the circumstances under which delegation of responsibilities may take place.   Assisting in the coordination of training exercises related to emergency situations. | Assessment of evidence obtained from approved simulation and on the job training. | Actions taken in an emergency are in accordance with the appropriate agreed contingency plan. |
| **Module 5**  Administrative functions | *Planning and organisation*  *Demonstrate the ability to:*   1. co-operate with users and allied services in the preparation of VTS sailing or route plans for traffic joining , departing or moving within a VTS area; 2. develop and promulgate a traffic plan; 3. prepare reports; 4. perform manual and electronic log keeping functions; 5. assess and document performance. | Examination and assessment of evidence obtained from practical instruction and report writing. | VTS sailing or route plans, traffic plans, reports, logs and performance records are in formats suitable for easy reference and correctly follow established procedures and practices. |
| **Module 6**  Legal knowledge | *General*  Related knowledge of:   1. legal responsibilities, limitations and liabilities and their implications; 2. safety related ship certificates; 3. acts and regulations. | Examination and assessment of evidence obtained from instruction. | Action taken and procedures followed correctly apply and make full use of advice available and correctly follow established procedures and practices |

1. Teaching aids AND REFERENCES

**Teaching aids that the participants ideally should have access to:**

A1 Simulated VTS environment capable of meeting the training objectives

A2 Briefing/debriefing area for simulations, including facilities for modelling performance and reviewing recorded exercises

A3 Charts and associated publications

A4 Examples of Notices to Mariners applicable to a VTS area

A5 Ship models

A6 Video recording and playing facilities

A7 Audio recording and playing facilities

A8 Interactive language laboratory

A9 Personal computer

A10 Simulator exercises to practice operational maritime English

A11 Examples of equipment and systems capable of being manipulated in a manner similar to the equipment and systems used in VTS centres

A12 Interactive VTS simulator, including VHF facilities

A13 Simulated VHF DF system including digital selective calling facilities

A14 Appropriate video films;

A15 Manuals, strip cards and other facilities for use with the monitoring systems being taught

A16 Appropriate interactive video

A17 Guest speakers

A18 Case studies

**Equipment recommended for each participant:**

E1 Headset/microphone with press to talk (PTT) facilities

E2 Logging system

E3 For chartwork exercises, desks approximately 1 metre long by 0.7 metres width, with drawers for chart stowage

E4 Protractor, parallel ruler, dividers, nautical almanac, charts of a VTS area, calculator, chart correcting facilities

E5 Audio tapes of recorded VTS communications

**References relevant to the planning of VTS training:**

R1\* SOLAS’ 74 Regulation V/10 – Ships’ routeing

R2\* SOLAS ’74 Regulation V/11 - Ship reporting systems

R3\* SOLAS ’74 Regulation V/12 - Vessel traffic services

R4\* SOLAS ’74 Regulation V/27 - Nautical charts and nautical publications

R5\* SOLAS ’74 Regulation V/7 – Search and rescue services

R6\* United Nations Convention on the Law of the Sea (UNCLOS)

R7\* International Regulations for Preventing Collisions at Sea, 1972 (COLREGS)

R8\* International Maritime Dangerous Goods Code (IMDG Code) - 1994, as amended

R9\* International Convention on Standards of Training, Certification and Watchkeeping of Seafarers, 1978, as amended in 1995 (STCW Convention)

R10\* Seafarer’s Training, Certification and Watchkeeping Code (STCW 95 Code)

R11\* IMO GMDSS Manual

R12\* IMO publication on Ships’ Routeing

R13\* IMO/ICAO Publication “International Aeronautical and Maritime Search and Rescue (IAMSAR) manual” - in three volumes:

Vol 1 – Organization and management (IMO 960)

Vol 2 – Mission co-ordination (IMO 961)

Vol 3 – Mobile facilities (IMO 962)

R14\* IMO Assembly resolution A.705(17), Promulgation of Maritime Safety Information (MSI)

R15\* IMO Assembly resolution A.772(18), Fatigue factors in manning and safety

R16\* IMO Assembly resolution A.851(20), General principles for ship reporting systems and ship reporting requirements, including guidelines for reporting incidents involving dangerous goods, harmful substances and/or marine pollutants

R17\* IMO Assembly resolution A.857(20), Guidelines for Vessel Traffic Services

R18\* IMO Assembly resolution A.917(22), as amended by resolution A.956(23) on Guidelines for the onboard operational use of shipborne automatic identification systems (AIS)

R19\* IMO Assembly resolution A.918(22), Standard Marine Communication Phrases

R20\* IMO Assembly resolution A.950(23), Maritime Assistance Service (MAS)

R21\* IMO Assembly resolution A.954(23), Proper use of VHF channels at sea

R22\* IMO Maritime Safety Committee resolution MSC.232(82), Revised performance standards for Electronic Chart Display and Information Systems (ECDIS)

R23\* IMO COMSAR/Circ.15 - Joint IMO/IHO/WMO Manual on Maritime Safety Information (MSI)

R24\* IMO MSC/Circ.1014, Guidelines on fatigue mitigation and management

R25\* IMO SN/Circ.244, Guidance on the use of the UN/Locode in the destination field in AIS messages

R26\* International Code of Signals

R27 IHO approved documents of charts and publications

R28 ITU Radio Regulations, including Appendices

R29 ITU-R Recommendation M.493, DSC for use in the maritime mobile services

R30 ITU-R Recommendation M.541, Operational procedures for the use of DSC equipment in the maritime mobile services

R31 ITU-R Recommendation M.1371, Technical characteristics for an automatic identification system using time division multiple access in the VHF maritime mobile band

R32 IELTS Handbook - British Council, or equivalent.

R33 Marine Communications Handbook - Lloyds of London

R34 Equipment and system operating manuals

R35 National, regional and local legislation and regulations on VTS, ports, harbours, pilotage and allied services

R36 National Notices to Mariners pertaining to VTS

R37 National procedures and standards for operation of VTS

R38 National procedures and standards for operation of International Convention for the Prevention of Pollution from Ships (MARPOL)

R39 National arrangements for intervention, pollution and salvage

R40 Local/regional contingency and emergency requirements

R41 IALA Vessel Traffic Services Manual

R42 IALA Aids to Navigation Guide (NAVGUIDE)

R43 International Maritime Buoyage System (MBS), published by IALA

R44 IALA Recommendation V-103, Standards of training and certification of VTS Personnel

R45 IALA Recommendation V-119, Implementation of Vessel Traffic Services

R46 IALA Recommendation V-120, Vessel Traffic Services in Inland Waters

R47 IALA Recommendation V-125, The Use and Presentation of Symbology at a VTS Centre (including AIS)

R48 IALA Recommendation V-127, Operational procedures for Vessel Traffic Services

R49 IALA Recommendation V-128, Operational and technical performance requirements for VTS equipment

R50 IALA Guideline 1017, Assessment of Training Requirements for Existing VTS Personnel, Candidate VTS Operators and Revalidation of VTS Operator Certificates

R51 IALA Guideline 1026, AIS as a VTS tool

R52 IALA Guideline 1027, Designing and implementing simulation in VTS Training at Training Institutes/VTS Centres

R53 IALA Guidelines 1028, The Automatic Identification System (AIS) Volume 1, Part I Operational Issues

R54 IALA Guideline 1032, Aspects of Training of VTS Personnel relevant to the introduction of the Automatic Identification System

R55 IALA Guideline 1045, Staffing levels at VTS centres

R56 IALA Guideline 1050, Management and Monitoring of AIS Information

R57 IALA Guideline 1056, Establishment of VTS Radar Services (Ed 1)

R58 IALA Guideline 1068, Provision of a Navigational Assistance Service by Vessel Traffic Services

R59 IALA Guideline 1070, VTS role in managing Restricted or Limited Access Areas

R60 IALA Guideline 1071, Establishment of a Vessel Traffic Service beyond territorial seas

\*There is an annual catalogue of IMO Publications, many of which are printed in languages other than English. The catalogue provides ISBN and IMO references to these publications and the price, together with order forms which may be faxed. Additionally, training organisations and course co-ordinators should note that groups of publications are also made available on CD-ROM, and may be a more convenient method of obtaining some of the data that they require.

The catalogue contains a list of national distributors who maintain stocks of IMO Publications.

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