A visual display of where content came from in the existing V103/1 model course to the proposed text in “ VTS50-11.3.2.2 V-103.1 V-103\_1-review-prep-ICG-02\_Aus-Input”

Note the text

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| **Content from (Part / Section / para)** | **Proposed text from the Aust input paper (File: VTS50-11.3.2.2 V-103.1 V-103\_1-review-prep-ICG-02\_Aus-Input** ) | **Content from (Part/ Section /para)** | **Existing text from V103/1 model course**  **The content copied in was from the changes made during intersessional meeting on 2 Feb 21. (File: *VTS50-11.3.2.1 V-103.1 V-103\_1-review-Prep-VTS50)*** | **Other comments** |
| FORWARD | Suggest that it is deleted |  |  | Suggest that the ‘Foreword’ be deleted from the model courses as this content is already contained at a high level Recommendation R103.  Unnecessary duplication and another thing for the Committee to maintain when consequential changes are required. |
| **PART A** | **COURSE OVERVIEW** |  |  |  |
| Introduction | IALA Model Courses are training documents which define the level of training and knowledge needed to reach levels of competence defined by IALA.  **IMO Resolution A.857(XX)** states that *“VTS personnel should only be considered competent when appropriately trained and qualified for their VTS duties.”* This includes, inter alia:   * *satisfactorily completing generic VTS training approved by a competent authority; and* * *being in possession of appropriate certification.*   **IALA Recommendation 0103** **- Training and Certification of VTS personnel** specifies the practices associated with the training and certification of VTS personnel to assist authorities when recruiting, training and assessing VTS personnel to ensure the harmonized delivery of vessel traffic services world-wide.  **IALA Guideline 1156 - Recruitment, training and assessment of VTS personnel** states that *“Model courses provided by accredited training organisations should be approved by the competent authority.”*  **IALA Guideline 1014 - Accreditation and Approval Process for VTS Training** sets out the process by which a training organisation can be accredited to deliver approved VTS training courses. | PART A  2 Purpose of Model course | The purpose of the model course is to assist maritime training organisations and their teaching staff in the preparation and introduction of new training courses for VTS Operators, or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved. | A more succinct para included in section 1 – Introduction |
| Part C  4 Training staff requirements | All instructors and assessors should be appropriately qualified for the types and levels of training or assessment required for the model course. |  |
| 2  Document purpose | This document defines the level of training and knowledge needed to reach levels of competence defined by IALA to obtaining a V103/1 certificate.  This model course is to be used by accredited training organisations in preparing their V103/1 curriculums. | Part A  2 Purpose of the model course | This course provides details of the subject areas for knowledge and practical competence required for a VTS trainee to gain a course certificate as part of the qualification for becoming a VTS Operator. |  |
| 3  Course objective | Upon successful completion of this course the student should have demonstrated the requisite knowledge, understanding and proficiency to undertake the duties associated with the provision of VTS to:   * provide timely and relevant information on factors that may influence the transit of a ship and assist on-board decision making; * monitor and manage traffic to ensure the safety and efficiency of ship movements; and * respond to developing unsafe situations to assist the decision-making process on board.   Note – As described in A.857(XX) *“VTS personnel should only be considered competent when appropriately trained and qualified for their VTS duties. This includes:*  *• satisfactorily completing generic VTS training approved by the competent authority;*  *• satisfactorily completing on-the-job training at the VTS where the person is employed;*  *• undergoing performance assessment and revalidation training to ensure competence is maintained; and*  *• being in possession of appropriate certification.”* |  |  |  |
| 4.  Course pre-requisites | All students attending the course are required to hold appropriate national qualifications to operate the VHF marine radiotelephony equipment for the coastal stations they operate. For example, at a minimum this should be a radio/restricted operators certificate, or may be to a higher standard with GDMSS qualifications depending on the radio equipment used. [Is there an international name for the course/s?]  The student should be able to achieve the equivalent of the International English Language Testing System (IETS) level 5. Refer to Annex 3 for more information. Where this level of English cannot be achieved, the training organisation should identify how the student may achieve this, for example, a suitable bridging course.  Consideration should also be given to the recognition of prior learning, which may reduce formal training time for a student.   |  | | --- | | *IALA Guideline 1017 - Assessment of Training for VTS* provides further guidance on the assessment and recognition of prior learning. |   The training organisation should specify any additional entry standards that may be required for the course. For example, a student may have already completed some or all of their V-103/3 VTS On-the-Job training prior to attending the V103/1 VTS operator course. | Part C  2 Requirements for attaining the course certificate | * have achieved the International English Language Testing System (IELTS) level 5, or its equivalent; |  |
| Part D  2. Curriculum | The recommended hours given in the syllabi 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. | Some captured under section 4 course outline and other elements included in para 2, under section 6.2. |
| 5.  Course Outline | The course comprises of 6 modules that a VTS operator needs to have knowledge in, and understanding of to undertake the duties associated with the provision of VTS. Simulated exercises and assessments undertaken during the course are intended to represent events / incidents that may be experienced at a VTS.  Each module identifies the total recommended number of hours that should be allotted, however, it should be appreciated that these allocations are arbitrary and assume that the students met the entry requirements for each subject.  The recommended duration in hours does not include the time necessary for competency assessments. Further, the instructor should allow an adequate period of time during the course for revision of course content.  Table - about the teaching modules | Part A  3 Use of the model course | The complete course comprises eight modules , each of which deals with a specific subject representing a requirement or function of a VTS Operator. 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 Operator. 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  3 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 the entry requirements specified for each subject. The instructor should therefore review carefully 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. |  |
| Part D  4 Evaluation and Assessment | An adequate period should be allowed at the end of the course for revision and review of the course content. That period and the time occupied by any examinations would be additional to the times shown in the syllabuses. |  |
| 6. SPECIFIC COURSE RELATED TEACHING AIDS AND NOTES | |  |  |  |
| 6.1 General | Training courses have traditionally been classroom focussed however with technology advances there is an opportunity to adopt a more blended training approach by integrating online e-learning and remote learning activities. Where the course is classroom based, presentations should be delivered by computer assisted equipment.  Teaching programmes should ensure that all of the listed subject elements are covered as a minimum and that repetition is avoided. Additional national requirements set by the competent authority, or requested by VTS authorities may be introduced. Similarly instructors may identify other subject elements such as new developments or techniques which are appropriate for inclusion in the course syllabus.  All instructors and assessors should be appropriately qualified for the types and levels of training or assessment required for the model course. If this cannot be achieved, then the appropriate expert should cover these subject elements. Every instructor should have access to simulation equipment. ~~In addition, if possible, arrangements should be made for students to visit operational VTS centres~~.  The training organization is to determine the student/staff ratio and number of students enrolled on the course. The class/group size should allow the instructor(s) to give adequate individual attention to course participants as required. For example, where simulator equipment is used, it is recommended that no more than two students are trained simultaneously on any individual piece of equipment.   |  | | --- | | ***IALA Guideline 1027 – Simulation in VTS training*** contains information about the design and implementation of VTS exercises using a simulator. | | Part C  3 Course Intake - Limitations | Class sizes may be limited at the discretion of the Competent Authority to allow the instructor to give adequate attention to individual participants. In general, it is recommended that a maximum of 8-10 participants 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. Where the use of a simulator or similar teaching aid is involved, it is recommended that no more than two participants be trained simultaneously on any individual piece of equipment. | The training organisation should determine this as the “experts” in this field. This should be something that they need to provide in their application to obtain approval for that course.  Text has been developed based on this section. |
| Part C  4 Training staff requirements | All instructors and assessors should be appropriately qualified for the types and levels of training or assessment required for the model course.  The approved training programme for VTS Operators 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. | Note – first sentence has been used in section 1 - introduction |
| Part D  2 Curriculum | 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. |  |
| 6.2  Developing the ~~Course~~ Curriculum | The modular presentation enables the instructor to adjust the course content to suit the student intake and provide any revisions of the subject objectives as required. For example, differences between the level of skills and competencies of students may be compensated by removing subjects, or reduce the emphasis on, items dealing with knowledge or skills already attained.  When developing lesson plans, the instructor is free to use any teaching method or combination of methods that will ensure students can achieve the required each learning objectives.  The course should be developed based on the detailed syllabus and references/teaching material suggested. The subjects shown in the detailed syllabus are not listed in order of priority and instructors should treat them in the order, which they consider most appropriate to build knowledge for their students.  The detailed teaching syllabus has been written in a learning-objective format where the session objective describes what the student must do to demonstrate that knowledge has been transferred. All session objectives should be prefixed by the words:  *the expected learning outcome is that the trainee has acquired the recommended levels of competence in ….*  Depending on the student intake, the recommended hours may need to be adjusted as necessary. For example, it is normal for different students to require different lengths of time to cover the same content, and minor adjustments may be needed to the course timetable.  An overall teaching programme /timetable should be prepared outlining when subject areas will be covered, practical exercises, assessments etc.   |  | | --- | | ? do we need a blue box to cross reference and tell the reader to go look at guidance on how to develop lesson plans etc in G1103 | | Part B –  1 Introduction | 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. |  |
| 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. |  |
| Part B  2 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. | Note: Same para repeated under part D – section 3. |
| Part B  4 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. |  |
| Part D  2. Curriculum | 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. |  |
| Part D  2. Curriculum | The recommended hours given in the syllabi 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. | Note - Some captured under section 4 course outline and other elements included in para 2, under section 6.2. |
| Part D  2 Curriculum | The hours should be adjusted as necessary to suit local circumstances in the light of experience with previous courses. | concepts |
| Part D  2 Curriculum | 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. |  |
| Part D  2 Curriculum | 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. | ???? Is this not a given ?? Have added a sentence in section 6.2 for consideration “An overall teaching programme /timetable should be prepared outlining when subject areas will be covered, practical exercises, assessments etc. “ |
| Part D  3 Lesson Plans | The modular presentation enables the instructor to adjust the course content 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 learning objectives 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. |  |
| Part D  3 Lesson Plans | Section 3, Subject Outline, of each module also includes a recommended assessment of the time that should be allotted to each subject. However, it should be appreciated that these allocations are arbitrary and assume that the trainees have met fully all of the entry requirements specified for each subject. The instructor should therefore review carefully these assessments during course and lesson plan design and consider the need to reallocate the time required to achieve each specific learning objective. |  |
| Part D  3 Lesson Plans | Section 4, Detailed Teaching Syllabus, of each module has been written in learning-objective format in which the objective describes what the trainee 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 trainee has acquired the recommended levels of competence in …….* | Do we really need it? |
| Part D  3 Lesson Plans | In preparing a teaching scheme and lesson plans, the instructor is free to use any teaching method or combination of methods that will ensure trainees can meet the stated objectives. However, it is essential that trainees attain all objectives set out in each syllabus. | Essence has been captured |
| 6.3.  Competence Charts | Competence levels have been phrased to indicate what the student should be capable of doing as a means of demonstrating that the intended level of knowledge or skill has been attained. The VTS Operator competence chart in ANNEX 2 lists the subject modules and how competence can be demonstrated.  To assist in the development of lesson plans, five levels of competence are used in the VTS model courses. Levels 1 to 4 are used in the VTS Operator model course. See Table 2 below.  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 detailed teaching syllabus of each module.  When determining competence, the assessor should judge whether the student is competent to perform the related tasks, duties and responsibilities using the evaluation criteria contained in column 4 of the VTS Operator competence chart (see ANNEX 2).  [Table on levels of competence] | Part B  2 Course modules | 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 in Part D, section 3 – Lesson Plans.  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. |  |
| Part D  3 Lesson Plans | [table with the levels of competence] |  |
| Part D  2 Curriculum | The subject modules into which the course is divided reflect the competence headings of the VTS Operator competence chart (see ANNEX 1). The syllabuses are presented this way to show clearly the relationship of the syllabus with the recommendations of the IALA. |  |
| Part D  2 Curriculum | 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. |  |
| Part D  3 Lesson Plans | 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 advancement to VTS Supervisor.  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 section 3, Subject Outline, of each module. |  |
| 6.4.  Teaching aids and reference s | To assist instructors when preparing the course relevant references, recommended teaching aids and suggested exercises have been identified in each course module.  The training materials prepared (eg course notes, course presentations and reference documents etc) should be of a suitable quality and substance to enable the student to complete the course. Where e-learning, distance or blended delivery is proposed, training organizations should consider the necessary adjustments that may be required. | Part C  5 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. |  |
| 6.5.  Course currency and evaluation | The course content should be reviewed for currency before the course commences to ensure that any recent changes to regulations, international guidance and new developments/techniques are reflected in the course.  On conclusion of the course, a review should be undertaken based on course feedback and observations during course delivery to identify ongoing improvements and training materials that may need updating. | Part D  1 Introduction | 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. | Concepts have been incorporated |
| Part D  2 Curriculum | At the conclusion of the course a discussion should be held to determine whether changes should be made to improve future courses. |  |
| 7. PRE-COURSE READING MATERIAL | Some key reference documents have been identified in each module as suggested materials that the student should read prior to attending the course. The instructor should review and adjust as necessary. |  |  |  |
| 8. ASSESSMENT | Student progress should be continually assessed and regular reviews undertaken. Any apparent problems should be addressed to ensure the student attains the required levels of competence. Modifications of the teaching scheme should be made where necessary to ensure that students met the course objectives. If necessary, extra tuition should be arranged to enable weaker participants to reach the required standard.  The training organisation needs to determine if a final examination is required, alternatively ongoing course assessments may be used for the purposes of issuing a course certificate. Assessments may take the form of written and/or practical assessments which may be conducted through simulation.  All tasks completed should be recorded by the instructor/assessor, together with any comments which would provide feedback to the student. Records of assessments are to be maintained.  Assessments should use the following five levels to indicate that progressive learning has been attained. It is recommended that, for the VTS Operator, level’s one to four is considered satisfactory.  [Table on Assessment levels] | Part B  6 Evaluation or assessment of the course participants | The evaluation criteria are contained in column 4 of the VTS Operator competence chart (see ANNEX 1), and provide the means for an assessor to judge whether a participant is competent to perform the related tasks, duties and responsibilities. |  |
| Part D  2 Curriculum | 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 participants to reach the required standard. |  |
| Part D  4 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 Operator, an average level of one to four should be considered as being satisfactory.  [Table 2 on Assessment levels] has also been included |  |
| 9.  CERTIFICATION | A course certificate should be issued by the training organisation where a candidate:   * has achieved the International English Language Testing System (IELTS) level 5, or its equivalent, * demonstrates they have the theoretical and practical knowledge, and * has passed the appropriate assessments as outlined in this model course. | Part C  2 Requirements for attaining the course certificate | Every candidate for a VTS Operator course certificate should:   * have achieved the International English Language Testing System (IELTS) level 5, or its equivalent; * satisfy the Competent AUthority/VTS Provider by passing the appropriate assessments for the approved course of VTS operator training and that they possess the theoretical and practical knowledge appropriate to the requirements of a VTS Operator. | Comment on the second dot point - It is the training organisations responsibility to train and assess competency against the course objectives.  ? not sure why CA / VTS auth are mentioned here |
|  | | **TEXT WITH NO HOME FOUND** | |  |
| Part A  1  Overview | IALA recommends that training providers utilise accredited training courses as per IALA Guideline 1014 Accreditation of VTS Training Organizations and approval to deliver IALA Model Courses. |  |
| Part B –  1 Introduction | All training and assessment of personnel for gaining the course certificate as part of the qualification towards becoming a VTS Operator 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.~~ |  |
| Part B  5 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. | Do we need to state this. Is it not a given eg if student has not achieved the required competency then it should be repeated? |
| Part B  7 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 and technology; * VTS Simulator * textbooks, technical papers; * other reference material.   **Thorough preparation is key to successful implementation of the course.** | This is a given. Does this really need to be specified |
| Part B  8 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. | This is a given. No need to state it |
| Part C  1 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 provided with sufficient training and to proceed to the next stage of On-the-Job Training (OJT) at a VTS centre. | New training guideline has opened up the timing to when the V103/3 is provided (section 6.2.3) |
| Part C  5 Teaching facilities and equipment | 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 2). The material listed in the subject frameworks has been used to structure the detailed teaching syllabuses:   1. Teaching aids (indicated by A). 2. Equipment needed by participants (indicated by E). 3. References (indicated by R). | Comment –  Do we still need to provide exhaustive lists that need to be routinely reviewed and updated? Ongoing maintenance issues to consider?  As an alternate – suggest that the relevant references be better placed at the bottom of each module / incorporated into the module text, so the reader doesn’t have to constantly flick between the end of the document and where they are reading.  In terms of teaching aid and equipment to be used. It is suggested that this is listed in each module as it may vary depending on the subject content. In most cases it will be the same for each module |
| Part D  1 Introduction | VTS Operators 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 trainee VTS Operators to obtain a course certificate leading to on-the-job training.  It is important to keep in mind the close relationship of all subjects in the VTS Operators course. 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. | Comment – text is motherhood. This content has been more succinctly covered in the first 3 sections of Part A |
| Part D  2 Curriculum | The course co-ordinator should monitor the running of the course. |  |
| Part D  2 Curriculum | Procedures should be in place to follow the On-the-Job Training (OJT) of participants, 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. | OJT can be done at any point |
| Part D  4 Evaluation or Assessment | The form and timing of examinations for endorsement as a VTS Operator is a matter for the Competent Authority concerned. | The training organisation are the ones that have been approved to deliver the course.  Why is the CA involved? |
| Part D  4 Evaluation or Assessment | The VTS Authority may recognize documented evidence including assessments completed for the attainment of related certificates as equivalencies for parts or all specific VTS modules. | This is the responsibility of the training organisation  Suggest that a para on prior learning be added somewhere. |
| Part D  5 Practical training | In addition to subject modules; the following are recommended simulated exercises included assessment criteria and recommended duration in hours.  Table – on Simulation exercises | Do we need this table? Should this not be a part of and included in the course modules themselves. Why has it been separated from the specific modules? |
|  | | **TEXT ALREADY INCLUDED IN G1156** | |  |
| Part C  4.1 course instructors | Any person conducting training of personnel qualifying for certification as VTS Operators should:   * have an appreciation of the training programme and an understanding of the specific training objectives for the type of training being conducted; * be professionally and academically qualified in the task for which training is being conducted; * have an appropriate balance of professional and teaching qualifications; * if conducting training with the use of a simulator:   + have received appropriate guidance in instructional techniques involving the use of simulators;   + have gained practical operational experience on the 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. | Content present in section 7.3 of G1156 |
| Part C  4.2 Course assessors | Any person conducting assessment of competence of personnel should:   * have an appropriate level of knowledge and understanding of the competence to be assessed; * be qualified in the task for which the assessment is being made; * have received appropriate guidance in assessment methods and practices; * have gained practical assessment experience; * if conducting assessment involving the use of simulators, have gained practical assessment experience on the type of simulator under the supervision, and to the satisfaction, of an experienced assessor. |  |