**IALA Model Course**

C0103-2

VTS Supervisor Training DRAFT

Edition 3.0 DRAFT

[date]

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1. MODEL COURSE OVERVIEW

# Introduction

IALA Model Courses have been developed to provide guidance on the level of training and knowledge needed to reach levels of competence defined by IALA. They provide IALA national members and other appropriate authorities with guidance on the training of VTS Personnel.

IALA’s contribution to the development of internationally harmonized guidance for vessel traffic services is recognized in IMO Resolution A.1158(32) Guidelines for Vessel Traffic Services and the Annex to the resolution states:

* *Contracting Governments are encouraged to take into account IALA standards and associated recommendations, guidelines and model courses (Section 9.2)*
* *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.*
* *satisfactorily completing on-the-job training at the VTS where the personnel are employed.*
* *undergoing periodic assessments and revalidation training to ensure competence is maintained; and*
* *being in possession of appropriate certification*

IALA recommendations, guidelines and model courses specifically related to the establishment and operation of VTS include:

* **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.
* **Guideline 1156 - Recruitment, training, and certification of VTS personnel** states that “Model courses provided by accredited training organizations should be approved by the competent authority.”
* **Guideline 1014 -** **Accreditation of VTS training organizations and approval to deliver IALA VTS model courses** sets out the process by which a training organization can be accredited to deliver approved VTS training courses.
* IALA model courses including:
* Model Course C0103-1 VTS Operator Training
* Model Course C0103-2 VTS Supervisor Training
* Model Course C0103-3 VTS On-the-Job Training
* Model Course C0103-4 VTS On-the-Job Training Instructor
* Model Course C0103-5 VTS Revalidation Process for VTS Qualification and Certification

# PURPOSE OF THE MODEL COURSE

The model course describes the knowledge, skills and competence required to be certified as a VTS supervisor. It also provides a framework for:

* Training organizations to ensure their C0103-2 curriculum meets IALA standards; and
* Competent authorities to approve C0103-2 courses provided by a training organization.

It is not the intention of the model course to present instructors with a rigid ‘teaching package’. Rather, this model course provides the curriculum content for the training for VTS Supervisor. It intended to be used by accredited training organizations in preparing their C0103-2 training programs.

# Course Objective

To successfully complete this course the student will demonstrate the requisite knowledge, skills and attitude to undertake the duties of a VTS supervisor. This role assists in day-to-day coordination and management activities associated with a VTS / VTS centre, particularly in larger centres or centres with multiple sectors.

Additional activities a VTS supervisor may undertake to those of a VTS operator may include, for example:

* Provide leadership and supervision of VTS operators
* Administrative duties such as managing the roster, ensuring reporting activities are completed (shift handovers, incident logs/reports
* Management tasks to ensure effective interaction and co-ordination between the VTS, allied and emergency services.
* Supporting on-the-job and proficiency training.
* Providing guidance during the response to developing unsafe situations and internal / external emergencies.

# Course Curriculum Outline

The model course comprises five 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, learning objectives, teaching points and recommended hours.

The recommended hours are indicative and based on the assumption that the students have no or little previous knowledge of the subject. Instructors should revise as required to address the requirements of the students to ensure the learning outcomes are achieved based on the competence levels detailed in each module (Table 1 refers). Time for assessments is in addition to the range of duration included in the model course.

Training activities, simulated exercises and assessments undertaken during the course are intended to represent the role of the VTS Supervisor and reflect events or incidents that may be experienced at a VTS.

VTS Providers may identify additional on-the-job training for VTS supervisors to address specific local requirements.

No timetable is included in this model course. Working within the normal practices of the training establishment, instructors should allow time during the course for revision of course content and develop their own timetable depending on the:

* level of skills of students;
* number of persons to be trained;
* number of instructors; and
* simulator facilities and equipment available.

1. Summary of C0103-2 Training

| Module Title | Recommended Duration in Hours | | Overview |
| --- | --- | --- | --- |
| Presentations / Lectures | Exercises / Simulation |
| 1. Communication and Leadership | 7-12 | 7-12 | This module covers the transition from an operations (VTSO) role to a leadership role, including leadership qualities and styles, communicating effectively, and preparing reports. |
| 1. Managing the Watch | 4-10 | 4-9 | This module focuses on the higher-level responsibilities of a VTS supervisor, including watchkeeping responsibilities, shift management and performance management. |
| 1. Provision of VTS | 6-11 | 10-16 | This module addresses enhanced responsibilities of the VTS Supervisor including the regulatory framework, interaction with allied and other services, prioritising and delegating work and maintaining a safe waterway. |
| 1. Responding to emergency situations | 4-8 | 6-10 | This module builds on the existing training and experience, with a focus on contingency plans and emergency management. |
| 1. Human factors | 5-11 | 7-15 | This module recognises the leadership role in problem solving and decision making, maintaining a safe working environment, fostering effective teamwork and managing change within the operational environment of the VTS centre. |
| Total time range | 26-52 | 34-62 | *Note: Hours are based on the assumption that the students have no or little previous knowledge of the subject.* |

# Entry Requirements

Every candidate for a VTS Supervisor endorsement should be in possession of a valid VTS Operator Certificate. The VTS provider should determine the experience required before identifying candidates for a VTS Supervisor course.

The training organization may determine, and document, any additional course entry requirements for example, due to national requirements or tailoring the course for the student intake.

# Recognition of Prior Learning

It is recognized that some students may have experience, knowledge, skills, attitudes, and competencies acquired through formal or informal learning in some modules or subject elements associated with the VTS model course. In such cases, consideration should also be given to the recognition of prior learning (RPL), which may reduce the time requirement to meet the level required for certification.

*IALA Guideline 1017 - Assessment for recognition of prior learning in VTS training* provides further guidance assessing and recognizing the prior learning of students.

# Course Intake - Limitations

The training organization should determine the number of students enrolled on the course and provide information on the student to staff ratio. The class/group size should allow the instructor(s) to give adequate individual attention to students as required to meet the learning objective(s).

In general, it is recommended that 8-10 students is the maximum that a single instructor can be expected to train satisfactorily to the level of competence involved. Larger numbers may be admitted depending on the method of delivery.

During practical sessions such as simulations, there may be additional restraints on class/group size. 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 training being provided and the assessment required for the model course.

As well as instructors and assessors, additional staff may be required for the maintenance of equipment, for the preparation of materials and training areas as well as support for simulation and other practical activities.

*IALA Guideline 1156 - Recruitment, training, and assessment of VTS Personnel* provides further guidance on the qualifications for instructors.

# Facilities and Equipment

The teaching aids, facilities and equipment students will utilise during the course should be fit for purpose and of a sufficient standard to reflect the training methodologies used in the course delivery. Examples of training methodologies may include:

* classroom sessions, presentations and facilitated discussion
* group based learning activities
* case studies and recordings
* remote learning (e.g. e-learning, online, distance, hybrid, blended)
* simulation training.

Training should be managed in a manner consistent with IALA Guideline 1027 in order to provide sufficient behavioural realism to allow students to acquire the knowledge and skills appropriate to the training objectives.

The training organization should provide for safe learning environment consistent with any national health and safety requirements.

# Delivery of the Model Course

To make effective use of the model course, training staff should review the course outline, including the competence tables for each module, and prepare a detailed teaching syllabus.

The instructor should take into consideration existing knowledge, skills, and attitudes of students to support the assessment and recognition of prior learning. A gap analysis should be carried out to identify any differences between the level of skills and competencies of the student and those identified within the curriculum tables, and teaching strategies to address these gaps should be implemented.

All VTS training 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 qualified persons.

Teaching programmes should ensure that all listed elements are addressed in some manner, and that this is clearly documented.

If students are required to meet additional requirements, then the module objectives, scope and content for each subject may be adjusted to ensure the additional elements are covered. All changes to the training should be clearly documented.

The presentation of concepts and methodologies may be repeated as necessary in various ways until the instructor is satisfied that the student has attained the required competence in each subject.

Thorough preparation is key to successful implementation of the course.

## Developing course content

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. The instructor should develop lesson plans and detailed learning objectives based on the competence tables, references, and materials as suggested (see Part B).

It is not intended that the modules be presented in the order provided in this model course. It is expected that, to address effective training and learning methodologies, the content of modules will be grouped as appropriate for the learning environment. Presentation of the material should be tailored to reflect specific training objectives and include practical exercises, assessments, etc. When developing lesson plans, the instructor should use a teaching method or combination of methods that will ensure students can achieve the required learning objectives.

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.

## Competence levels

To assist in the development of lesson plans, five levels of competence are used in the model courses for VTS personnel. In general, levels 2 to 5 are used in the model course for the training of VTS Supervisors. Higher level learning objectives are provided within the model course. Verb taxonomies have been provided to assist with the creation of detailed learning objectives (Table 2 refers).

*IALA Guideline 1103 – Train the trainer* assists instructors with the preparation and development of training courses and is aimed at courses delivered an accredited training organization.

## Competence tables, teaching aids and references

Detailed competence tables are provided, including competence levels and proposed teaching aids and references. The training materials prepared (e.g. course notes, course presentations and reference documents etc) should be consistent with IALA standards and up-to-date taking into account recent changes and industry developments. These training materials should be available to the student for their reference.

Where remote learning delivery is proposed, training organizations should consider the necessary adjustments that may be required.

*IALA Guideline 1014 – Accreditation of VTS training organizations and approval to deliver IALA model courses* provides further detail on remote learning.

## Training course references

Course development and delivery should take into consideration the following references. Where required, additional references are identified in specific modules.

* United Nations Convention on the Law of the Sea (UNCLOS)
* International Regulations for Preventing Collisions at Sea, 1972 (COLREGS)
* International Conventions for the Safety of Life at Sea (SOLAS)
  + SOLAS Chapter V, Regulation 12 - Vessel traffic services
  + SOLAS, Chapter V, Regulation 7 - Search and Rescue Services
  + SOLAS Chapter V, Regulation 13 – Aids to Navigation
* IMO/ICAO Publication - International Aeronautical and Maritime Search and Rescue (IAMSAR) manual, three volumes:
  + Vol 1 – Organization and management (IMO 960)
  + Vol 2 – Mission co-ordination (IMO 961)
  + Vol 3 – Mobile facilities (IMO 962)
* IMO GMDSS Manual
* IMO Resolution A.1158(32), Guidelines for Vessel Traffic Services
* IALA Vessel Traffic Services Manual
* IALA S1040 Vessel Traffic Services
* IALA S1050 Training and Certification
* IALA R0103 (V-103) Training and Certification of VTS Personnel
* IALA G1132 VTS Voice Communications and Phraseology
* IALA G1141 Operational Procedures for Delivering VTS
* IALA G1156 Recruitment, Training and Certification of VTS Personnel
* IALA Model Courses on VTS:
  + C0103-3 (VTS On-the-job Training (OJT)),
  + C0103-2 (VTS Supervisor Training),
  + C0103-4 (VTS OJT Instructor Training) and
  + C0103-5 (VTS Recurrent, Refresher and Adaptation Training).
* IALA International Dictionary of Marine Aids to Navigation
* National, regional, and local legislation and regulations on VTS, ports, harbours, pilotage and

allied services

* National Notices to Mariners pertaining to VTS
* National procedures and standards for operation of VTS

1. Competence Level Taxonomy for VTS Training

|  |  |  |  |
| --- | --- | --- | --- |
| Level | Knowledge and/or Attitude | Skill | Verbs (examples) |
| 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 | Arrange, define, list, locate, label, identify, select |
| 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 | Comply (with), describe, display, give examples, recognise, operate, perform (an action), participate in |
| 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 organizational 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 | Analyse, apply, categorise, classify, compare, differentiate, explain, justify, operate, solve |
| 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 | Adapt, coach, construct (build), demonstrate, devise, , interpret, intervene, organize, plan, predict, resolve, respond to, support (as in team work), use |
| 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 | construct, compose, coordinate, create, criticise, draw conclusion, evaluate, formulate, improve, judge, modify, synthesize |

## Course review and updating

The course content should be reviewed on a regular basis to ensure it reflects the current IALA standards, recommendations, guidelines and consider recent changes and industry developments.

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.

# Assessment

Student progress should be continually monitored and assessed, and regular reviews undertaken. Any problems that may arise should be addressed so that the student can attain the required levels of competence and has the opportunity to meet the course objectives.

Assessments should reflect the level of competence required, as provided in the competence tables for each module.

The training organization should determine the assessment methods to be used to ensure competence levels have been attained for each subject of the module course. In addition, the training organization should have procedures in place to address instances where the student is unable to attain the required competence.

Assessment results should be recorded and retained in accordance with national and/or organizational requirements as evidence to indicate the competence levels that have been attained for each subject of the model course.

# Course Certificates

A course certificate should be issued by the training organization where a student:

* demonstrates they have the theoretical and practical knowledge, and
* has passed the appropriate assessments to ensure the student has met the required competency as outlined in this model course.

# Acronyms

AI Artificial Intelligence

CPD Continuous Professional Development

HTO Human-technology-organization

IALA International Association of Marine Aids to Navigation and Lighthouse Authorities - AISM

IMO International Maritime Organization

MASS Maritime Autonomous Surface Ships

ML Machine Learning

OJT On-the-Job Training

PDCA Plan- Do- Check- Act

RPL Recognition of Prior Learning

SAR Search and Rescue

SOPs Standard Operating Procedures

SWOT Strengths/Weakness/Opportunities/Threats (assessment)

VTS Vessel Traffic Services

1. Modules
2. Communication and Leadership
   1. SUBJECT FRAMEWORK
      1. Scope

This module covers the strategies and techniques to communicate effectively in a leadership role.

* + 1. Objective of Module 1

On completion of the module the student will understand the characteristics of being an effective leader and how to communicate with influence, including:

* Leadership qualities and styles
* Transitioning from an operational to a leadership role
* Strategies to communicate effectively
* Preparation of reports
  + 1. Additional references relevant to this module

The following references are relevant to the planning and delivery of this module:

* [text]
  1. SUBJECT OUTLINE OF MODULE 1

1. Subject outline – Communication and Leadership

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Recommended Competence Level | Recommended Hours | |
| Presentations and Lectures | Exercises and Simulations |
| **Leadership qualities and styles** |  | **2 to 3** | **1 to 2** |
| Characteristics of effective leaders | Level 1 |  |  |
| Leadership styles | Level 3 |  |  |
| Individual leadership styles(s) | Level 4 |  |  |
| **Transitioning to supervisor role** |  | **1 to 2** | **1 to 2** |
| Roles and responsibilities of a VTS Supervisor (team leader) | Level 3 |  |  |
| Transition to leadership role | Level 4 |  |  |
| **Communicating** **effectively** |  | **2 to 4** | **4 to 6** |
| Communication strategies | Level 4 |  |  |
| Active listening skills | Level 4 |  |  |
| Communicating as a leader | Level 4 |  |  |
| Overcoming barriers to communication | Level 4 |  |  |
| **Preparing reports** |  | **2 to 3** | **1 to 2** |
| Types of reports | Level 2 |  |  |
| Content of reports | Level 3 |  |  |
| Process for reporting | Level 5 |  |  |
|  | *Total time range* | *7 to 12* | *7 to 12* |

* + 1. DETAILED Competence table FOR MODULE 1 – Communication and Leadership

1. Competence Table – Communication and Leadership

| Element | Session Objective | Sub-element | Subject Elements | Level of Competence |
| --- | --- | --- | --- | --- |
| 1.1 | Leadership qualities and styles |  |  |  |
| 1.1.1 | Identify characteristics of effective leaders | 1.1.1.1 | Characteristics of effective leaders | 1 |
| 1.1.1.2 | Diplomacy | 1 |
| 1.1.1.3 | Motivation | 1 |
| 1.1.1.4 | Credibility | 1 |
| 1.1.2 | Compare Leadership styles | 1.1.2.1 | Different leadership styles, i.e.:   * Autocratic * Democratic * Laissez-Faire * Transformational * Adaptive | 3 |
| 1.1.2.2 | Leadership and followership | 3 |
| 1.1.3 | Adapt individual leadership styles | 1.1.3.1 | Leaders in an operational environment | 4 |
| 1.1.3.2 | Influences on leadership style | 4 |
| 1.1.3.3 | Leading in different situations | 4 |
| 1.2 | Transitioning to Leader/Supervisor Role |  |  |  |
| 1.2.1 | Explain roles and responsibilities of a VTS Supervisor (team leader) | 1.2.1.1 | Responsibilities of a leader/supervisor in VTS | 3 |
| 1.2.1.2 | Building resilience | 3 |
| 1.2.1.3 | Values and vision | 3 |
| 1.2.2 | Evaluate the strengths and challenges of transitioning from an operational to leadership role. | 1.2.2.1 | Trust and respect | 3 |
| 1.2.2.2 | Time management | 4 |
| 1.2.2.3 | Expectations and interactions | 3 |
| 1.3 | Communicating effectively |  |  |  |
| 1.3.1 | Demonstrate effective communication strategies | 1.3.1.1 | Communicate with authority   * Wording * Voice inflection * Timing of communications | 4 |
| 1.3.1.2 | Building resilience | 3 |
| 1.3.1.3 | Values and vision | 3 |
| 1.3.2 | Demonstrate active listening skills. | 1.3.2.1 | Active Listening strategies | 4 |
| 1.3.2.2 | Barriers to active listening | 4 |
| 1.3.2.3 | Challenge and response | 4 |
| 1.3.2.4 | Bias and communications (conscious / unconscious) | 4 |
| 1.3.3 | Adapt communication skills to the leadership role | 1.3.3.1 | Impact of fatigue and stress on communications in the team | 4 |
| 1.3.3.2 | Communications and leadership in different operations | 4 |
| 1.3.3.3 | Clear and concise communications as a leader | 4 |
| 1.3.4 | Demonstrate techniques to recognise and overcome barriers to communication | 1.3.4.1 | Expectations of communications:   * VTS team members * VTS Manager / Harbour Master * Allied and other services | 4 |
| 1.3.4.2 | Barriers to communication | 4 |
| 1.3.4.3 | Techniques to overcome barriers | 4 |
| 1.3.4.4 | Matching techniques to recipient expectation | 4 |
| 1.4 | Prepare Reports |  |  |  |
| 1.4.1 | Describe the types of reports | 1.4.1.1 | Requirements for reporting | 2 |
| 1.4.1.2 | Routine Reports | 2 |
| 1.4.1.3 | Incident Reports | 2 |
| 1.4.1.4 | Technical Reports | 2 |
| 1.4.2 | Explain the contents of reports | 1.4.2.1 | Structure of report | 3 |
| 1.4.2.2 | Use of language in reports | 3 |
| 1.4.2.3 | Objective of the report | 3 |
| 1.4.3 | Create reports based on structured process for reporting | 1.4.3.1 | Report outline base on type of report | 3 |
| 1.4.3.2 | Data to support report | 3 |
| 1.4.3.3 | Matching the report to the audience | 4 |
| 1.4.3.4 | Language, structure and grammar reflect report requirements based on type and audience. | 5 |

1. Managing the Watch
   1. SUBJECT FRAMEWORK
      1. Scope

This module focuses on the higher-level responsibilities of how a VTS supervisor manages a VTS watch and supports their team members.]

* + 1. Objective of Module 1

On completion of the module the student will understand their watchkeeping responsibilities at a supervisor level, including:

* importance the of handovers
* when to intervene to assist in VTS operations
* learn the principles of setting and managing a shift roster
* understand how to assess performance, coach, and provide feedback to team members
  + 1. Additional references relevant to this module

The following references are relevant to the planning and delivery of this module:

* [text]
  1. SUBJECT OUTLINE OF MODULE 2 – Managing the Watch

1. Subject outline – Managing the Watch

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Recommended Competence Level | Recommended Hours | |
| Presentations and Lectures | Exercises and Simulations |
| **Watchkeeping Responsibilities** |  | **1 to 3** | **2 to 4** |
| Responsibilities of an effective team leader / supervisor / watch manager | Level 4 |  |  |
| Leadership in VTS operations | Level 4 |  |  |
| Log keeping functions | Level 3 |  |  |
| Equipment and systems | Level 2 |  |  |
| Watch leadership during difficult situations | Level 4 |  |  |
| **Shift Management** |  | **1 to 2** | **1 to 2** |
| Rostering | Level 2 |  |  |
| Changes in roster/requirements | Level 3 |  |  |
| VTS team workload | Level 4 |  |  |
| **Performance Management** |  | **2 to 4** | **2 to 4** |
| Team and team member performance | Level 2 |  |  |
| Coach team members | Level 4 |  |  |
| Instructions and feedback | Level 4 |  |  |
| Conflict in the workplace | Level 4 |  |  |
|  | *Total time range* | *4 to 9* | *5 to 10* |

* + 1. DETAILED Competence table FOR MODULE 2 – Managing the Watch

1. Competence Table – Managing the Watch

| Element | Session Objective | Sub-element | Subject Elements | Level of Competence |
| --- | --- | --- | --- | --- |
| 2.1 | *Watchkeeping Responsibilities* |  |  |  |
| 2.1.1 | Demonstrate the responsibilities of an effective team leader / supervisor / watch manager | 2.1.1.1 | Delineating responsibilities between different team roles | 4 |
| 2.1.1.2 | Handovers   * watch handovers * vessel handovers | 4 |
| 2.1.2 | Intervene to assist in VTS operations. | 2.1.2.1 | When to intervene (normal vs extraordinary behaviour)   * Within the VTS watch team * With allied services | 4 |
| 2.1.2.2 | Options to intervene depending on situation | 4 |
| 2.1.3 | Explain log keeping functions | 2.1.3.1 | Routine Operational procedures | 3 |
| 2.1.3.2 | Emergency Procedures | 3 |
| 2.1.4 | Describe the importance of troubleshooting equipment and systems | 2.1.4.1 | Steps in troubleshooting | 2 |
| 2.1.4.2 | System availability and reliability | 2 |
| 2.1.4.3 | Understanding expected performance | 2 |
| 2.1.4.3 | Follow-up on outage reports | 2 |
| 2.1.5 | Support VTSO during difficult situations | 2.1.5.1 | Common technical difficulties | 4 |
| 2.1.5.2 | General difficult operational situations | 4 |
| 2.1.5.3 | Alternative solutions | 4 |
| 2.2 | Shift Management |  |  |  |
| 2.2.1 | Describe the principles of setting and managing a shift roster. | 2.2.1.1 | Standard shift schedules | 2 |
| 2.2.1.2 | Variance in workload | 2 |
| 2.2.1.3 | Attention during shifts | 2 |
| 2.2.2 | Compare shift requirements and changes in rosters. | 2.2.2.1 | Minimum staffing requirements | 2 |
| 2.2.2.2 | Changes in roster due to   * Staff availability * Operational workload | 3 |
| 2.2.3 | Predict levels of VTS team workload | 2.2.3.1 | Factors that affect workload   * Ship traffic * Technical issues * Environmental conditions * Allied or other services * Emotional stress | 4 |
| 2.2.3.2 | Steps to address VTS team workload | 4 |
| 2.3 | Performance Management |  |  |  |
| 2.3.1 | Describe approaches to assess performance | 2.3.1.1 | Approaches to measure performance   * Rating scales * 360 degree feedback * Performance Development Agreements | 2 |
| 2.3.1.2 | Factors affecting human performance | 2 |
| 2.3.2 | Coach team members during VTS operations. | 2.3.2.1 | Coaching and mentoring (differences) | 4 |
| 2.3.2.2 | Coaching techniques | 4 |
| 2.3.2.3 | Common challenges in coaching | 4 |
| 2.3.2.4 | Monitoring / assessing trainee VTS Operators | 4 |
| 2.3.3 | Demonstrate procedures to provide and receive instructions and feedback. | 2.3.3.1 | Providing clear instructions | 4 |
| 2.3.3.2 | Approaches to providing feedback | 4 |
| 2.3.3.3 | Techniques for difficult conversations | 4 |
| 2.3.4 | Respond to conflict in the workplace | 2.3.4.1 | Identifying conflict | 4 |
| 2.3.4.2 | Conflict management techniques | 4 |
| 2.3.4.3 | Escalation of issues | 4 |

1. Provision of VTS
   1. SUBJECT FRAMEWORK
      1. Scope

This module covers the additional responsibilities of a VTS supervisor to apply the practices associated with the purpose of VTS.

* + 1. Objective of Module 1

On completion of the module the student will implement the principles of the provision of VTS and support the VTS team to provide timely and relevant information, monitor and manage ship traffic and respond to developing unsafe situations. This includes:

* Interpreting the regulatory framework for VTS, and how to apply compliance and enforcement activities
* Ensuring VTS interacts effectively with allied services
* Prioritizing and delegate tasks
* Coordinating VTS operations to maintain a safe waterway
  + 1. Additional references relevant to this module

The following references are relevant to the planning and delivery of this module:

* IALA Guideline G1089 Provision of a VTS
* [Text]
  1. SUBJECT OUTLINE OF module 3 – provision of VTS

1. Subject outline – Provision of VTS

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Recommended Competence Level | Recommended Hours | |
| Presentations and Lectures | Exercises and Simulations |
| **Regulatory Framework** |  | **2to 4** | **2 to 4** |
| Regulatory structure for VTS | Level 4 |  |  |
| Legal liabilities and implications for VTS | Level 4 |  |  |
| Compliance and Enforcement | Level 4 |  |  |
| **Interaction with allied services** |  | **1 to 3** | **3 to 5** |
| Engagement with allied services | Level 3 |  |  |
| Effective interaction with allied services | Level 5 |  |  |
| Expectations of interaction VTS / allied services | Level 4 |  |  |
| **Prioritisation and Delegation** |  | **1 to 2** | **1 to 2** |
| Process to plan and delegate of tasks | Level 4 |  |  |
| **Maintain a safe waterway** |  | **2 to 3** | **4 to 5** |
| Principles of water space management | Level 4 |  |  |
| VTS Operations to maintain a safe waterway | Level 4 |  |  |
|  | *Total time range* | *6 to 12* | *10 to 16* |

* + 1. DETAILED Competence table FOR MODULE 3 – Provision of VTS

1. Competence Table – Provision of VTS

| Element | Session Objective | Sub-element | Subject Elements | Level of Competence |
| --- | --- | --- | --- | --- |
| 3.1 | Regulatory Framework |  |  |  |
| 3.1.1 | Interpret the regulatory structure for VTS. | 3.1.1.1 | The international framework for VTS | 4 |
| 3.1.1.2 | Authority and responsibility for Competent Authority, VTS Provider | 4 |
| 3.1.1.3 | Implications for VTS within regulatory structure | 4 |
| 3.1.2 | Assess the implication of legal aspects for VTS. | 3.1.2.1 | Civil, administrative and criminal aspects. | 4 |
| 3.1.2.2 | Legal liability in VTS | 4 |
| 3.1.3 | Demonstrate compliance and enforcement to support VTS operations. | 3.1.3.1 | Monitoring and managing ship traffic | 4 |
| 3.1.3.2 | Responding to developing unsafe situations | 4 |
| 3.1.3.3 | Support to VTS watch team during compliance and enforcement activities | 4 |
| 3.2 | Interaction with allied services |  |  |  |
| 3.2.1 | Prioritize engagement with allied services. | 3.2.1.1 | List Allied services   * routine operations * emergency operations | 1 |
| 3.2.1.2 | Interest and power matrix (for example: Mendelow matrix)   * routine operations * emergency operations | 3 |
| 3.2.1.1 | Implications of changing interest and power on operations | 3 |
| 3.2.2 | Evaluate effectiveness of interaction with allied services. | 3.2.2.1 | Procedures for communications – routine operations | 4 |
| 3.2.2.2 | Procedures for communications – emergency operations | 4 |
| 3.2.2.3 | Guidance for VTSOs when communicating   * routine operations * emergency operations * changing or inconsistent expectations | 4 |
| 3.2.2.4 | Trends in response to communications and interaction | 5 |
| 3.3.2 | Demonstrate interaction with allied services. | 3.3.2.1 | Expectations – routine operations | 4 |
| 3.3.2.2 | Expectations – emergency operations | 4 |
| 3.3.2.3 | Changing or inconsistent expectations | 4 |
| 3.3 | Prioritisation and Delegation |  |  |  |
| 3.3.1 | Demonstrate the process to plan and delegate tasks | 3.3.1.1 | Identify tasks | 3 |
| 3.3.1.2 | Prioritize tasks   * Importance * Urgency * Tools to support prioritization (for example, Eisenhower Matrix) | 3 |
| 3.3.1.3 | Delegate tasks | 4 |
| 3.3.1.4 | Monitor status of completion of tasks | 4 |
| 3.4 | Maintain a safe waterway |  |  |  |
| 3.4.1 | Adapt the principles of water space management in changing situations. | 3.4.1.1 | Zones and restricted areas   * Ship domain * Ship safety zone * Exclusion zones | 3 |
| 3.41.2 | Factors affecting water space management | 4 |
| 3.4.1.3 | Implications of changes to factors | 4 |
| 3.4.1.4 | Supporting decisions to change or adapt procedures based on changing situations | 4 |
| 3.4.2 | Coordinate VTS operations to maintain a safe waterway | 3.4.2.1 | Enhanced monitoring to provide guidance | 4 |
| 3.4.2.2 | Provision of timely and relevant information | 4 |
| 3.4.2.3 | Monitor and manage ship traffic | 4 |
| 3.4.2.4 | Respond to developing unsafe situations | 4 |
| 3.4.2.5 | Situation Awareness - models and process (for example, Endsley’s Model) | 2 |

1. Emergency Situations
   1. SUBJECT FRAMEWORK
      1. Scope

This module builds on existing training and experience, with a focus on contingency plans and emergency management.

* + 1. Objective of Module 4

On completion of the module the student will:

* Apply contingency plan response actions
* Respond to internal and external emergency situations and assist in the coordination of team activities
* Describe the importance of debriefs after emergencies
  + 1. Additional references relevant to this module

The following references are relevant to the planning and delivery of this module:

* [text]
  1. SUBJECT OUTLINE OF MODULE 4 –Emergency Situations

1. Subject outline –Emergency Situations

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Recommended Competence Level | Recommended Hours | |
| Presentations and Lectures | Exercises and Simulations |
| **Contingency Plans** |  | **2 to 4** | **3to 5** |
| Purpose of contingency plans | Level 3 |  |  |
| Application of contingency plans | Level 4 |  |  |
| **Emergency Management** |  | **2 to 4** | **3 to 5** |
| Respond to emergencies | Level 4 |  |  |
| Debriefing after emergency | Level 2 |  |  |
|  | *Total time range* | *4 to 8* | *6 to 10* |

* + 1. DETAILED Competence table FOR MODULE 4 – Responding to Emergencies

1. Competence Table – Responding to Emergencies

| Element | Session Objective | Sub-element | Subject Elements | Level of Competence |
| --- | --- | --- | --- | --- |
| 4.1 | *Contingency Plans* |  |  |  |
| 4.1.1 | Describe the purpose of contingency plans | 4.1.1.1 | Description and purpose of contingency plans   * International * National * Regional * Local * Internal | 3 |
| 4.1.1.2 | Command and control structure in contingency response | 3 |
| 4.1.1.3 | Importance of Training exercises | 3 |
| 4.1.2 | Apply contingency plans | 4.1.2.1 | Immediate response according to contingency plans | 4 |
| 4.1.2.2 | Use of check lists | 4 |
| 4.1.2.3 | Co-ordination, evaluation and dissemination of information | 4 |
| 4.1.2.4 | Liaison with other services as required | 4 |
| 4.1.2.5 | Importance of maintaining communications | 4 |
| 4.1.3 | Respond to emergencies in VTS area | 4.1.3.1 | Delegation of responsibilities   * Prioritization * Lines of authority | 4 |
| 4.1.3.2 | Standard Operating Procedures (SOPs) | 4 |
| 4.1.3.3 | Resource management | 4 |
| 4.1.3.4 | Organisation of duties of team members | 4 |
| 4.1.4 | Respond to emergencies in VTS centre | 4.1.4.1 | Delegation of responsibilities   * Prioritization * Lines of authority | 4 |
| 4.1.4.2 | Standard Operating Procedures (SOPs) | 4 |
| 4.1.4.3 | Resource management | 4 |
| 4.1.4.4 | Organisation of duties of team members | 4 |
| 4.1 | *Emergency Management* |  |  |  |
| 4.1.1 | Respond to emergencies | 4.1.1.1 | Procedures for internal emergencies  • System failure  • Fire/flood  • Evacuation of VTS centre | 4 |
| 4.1.1.2 | Procedures for external emergencies (external to the VTS centre), such as:  • Collisions  • Allisions  • Groundings  • Marine Pollution  • Fire  • Hazardous cargoes  • SAR incidents  • Severe weather events  • Other special circumstances | 4 |
| 4.1.1.3 | Effective team work during emergencies | 4 |
| 4.1.1.4 | Special circumstances - Incidents not fully covered by contingency plans | 3 |
| 4.1.1.4 | Delegation of responsibilities during emergency response | 4 |
| 4.1.2 | Describe the role of Debriefs after emergencies | 4.1.2.1 | Preparing for debriefs | 2 |
| 4.1.2.2 | Timing for debriefs | 2 |
| 4.1.2.3 | Format for debriefs | 2 |
| 4.1.2.4 | Lessons learned / continual improvement | 2 |

1. Human Factors
   1. SUBJECT FRAMEWORK
      1. Scope

This module recognises the leadership role in problem solving and decision making, maintaining a safe working environment, fostering effective teamwork and managing change within the operational VTS environment.

* + 1. Objective of Module 5

On completion of the module the student will demonstrate personal competence and qualities to conduct their duties in a manner that supports a psychologically safe working environment in VTS, including:

* Interpersonal skills, problem solving and decision-making
* The principles of teamwork and how to provide clear instructions
* The role of human factors and ergonomics in VTS
* How to promote a safety culture in VTS
  + 1. Additional references relevant to this module

The following references are relevant to the planning and delivery of this module:

* [text]
  1. SUBJECT OUTLINE OF MODULE 5 – Human Factors

1. Subject outline – Human Factors

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Recommended Competence Level | Recommended Hours | |
| Presentations and Lectures | Exercises and Simulations |
| **Problem Solving and Decision Making** |  | **1 to 2** | **3 to 6** |
| Decision making Models | Level 3 |  |  |
| Problem solving tools | Level 4 |  |  |
| Data analysis to define problems with clarity | Level 3 |  |  |
| **Safe Working Environment** |  | **2to 4** | **2 to 4** |
| Effective interpersonal interactions | Level 4 |  |  |
| Psychologically safe working environment | Level 3 |  |  |
| Human Factors and Ergonomics in VTS | Level 3 |  |  |
| Stress and Fatigue in watchkeeping environment | Level 3 |  |  |
| Build resilience and manage stress as a leader | Level 3 |  |  |
| Continuous Professional Development (CPD) self/team | Level 2 |  |  |
| **Teamwork** |  | **1 to 3** | **1 to 3** |
| Different teams (VTS Team, Port Team, broader maritime environment) | Level 3 |  |  |
| Principles of team effectiveness / high performing teams | Level 2 |  |  |
| Leading a team | Level 4 |  |  |
| Stress and fatigue in team environment | Level 3 |  |  |
| **Managing Change** |  | **1 to 2** | **1 to 2** |
| Developments in VTS and port operations | Level 2 |  |  |
| Promoting a just culture / safety culture in VTS | Level 3 |  |  |
|  | *Total time range* | *5 to 11* | *7 to 15* |

* + 1. DETAILED Competence table FOR MODULE 5 – Human Factors

1. Competence Table – Human Factors

| Element | Session Objective | Sub-element | Subject Elements | Level of Competence |
| --- | --- | --- | --- | --- |
| 5.1 | **Problem Solving and Decision Making** |  |  |  |
| 5.1.1 | Explain decision making Models | 5.1.1.1 | Overview of 5 decision making models   * Rational decision making * Bounded rationality * Vroom-Yetton (7 questions model) * Intuitive decision making * Recognition primed | 3 |
| 5.1.1.2 | When and where to use different models | 3 |
| 5.1.1.3 | Bias in decision making | 3 |
| 5.1.2 | Use problem solving strategies | 5.1.2.1 | Steps in problem solving related to decision making (based on PDCA – plan do check act)   * Identify problem * Generate potential solutions * Prioritize / choose solution * Implement * Monitor / adapt | 4 |
| 5.1.2.2 | Different tools to help solve problems:   * Brainstorming * Five why’s * Mind maps * SWOT analysis | 4 |
| 5.1.2.3 | Teamwork in problem solving | 4 |
| 5.1.3 | Explain the role of information and data analysis in problem solving and decision making | 5.1.3.1 | Accurate and timely data | 3 |
| 5.1.3.2 | Data format to support decision making | 3 |
| 5.1.3.3 | Role of informatics / maritime informatics | 3 |
| 5.2 | **Safe Working Environment** |  |  |  |
| 5.2.1 | Demonstrate effective interpersonal interactions | 5.2.1.1 | Self-confidence | 4 |
| 5.2.1.2 | Positive attitude | 4 |
| 5.2.1.3 | Empathy | 4 |
| 5.2.1.4 | Managing conflict | 4 |
| 5.2.1.5 | Assertiveness | 4 |
| 5.2.2 | Explain psychologically safe working environment | 5.2.2.1 | Maslow’s hierarchy of needs | 3 |
| 5.2.2.2 | Defining:   * Physical safety * Psychological safety | 3 |
| 5.2.2.3 | Key factors of a psychologically safe work environment   * Addressing bias * Organizational culture * Growth and development * Motivation * Workload management | 3 |
| 5.2.3 | Explain the role of Human Factors and Ergonomics in VTS | 5.2.3.1 | HTO framework (human-technology-organization) | 3 |
| 5.2.3.2 | Human aspects:   * Sensory inputs * Muscle response * Memory * Cognition factors | 3 |
| 5.2.3.3 | Ergonomics and the VTS work environment | 3 |
| 5.2.3.4 | Risky situations and human factors   * False assumptions * Vague communication style * Overload and fatigue * Workflow interruptions / watch handover * Interpersonal relationships and responsibly * Tunnel perception (stressful conditions) * Degraded technical equipment | 3 |
| 5.3 | **Teamwork** |  |  |  |
| 5.3.1 | Compare different teams | 5.3.1.1 | Working relationships of teams in the VTS area:   * VTS – operational * VTS - management * Port team (ships, pilots, tugs) * Shipboard teams | 3 |
| 5.3.1.2 | Power Distance index in maritime teams:   * Speak up culture * Challenge and response | 3 |
| 5.3.2 | Describe the principles of team effectiveness | 5.3.2.1 | Stages of team development | 2 |
| 5.3.2.2 | Team characteristics and functions | 2 |
| 5.3.2.3 | Different personalities within the team | 2 |
| 5.3.2.4 | High performing teams | 2 |
| 5.3.2.5 | Leading a team | 2 |
| 5.3.3 | Provide clear instructions to team members. | 5.3.3.1 | Standard operating procedures | 4 |
| 5.3.3.2 | Activities and requirements | 4 |
| 5.3.3.3 | Feedback and improvement for instructions | 4 |
| 5.3.4 | Describe techniques to manage Stress and Fatigue in watchkeeping environment | 5.3.4.1 | Resilience and stress management | 2 |
| 5.3.4.2 | Continuous Professional Development (CPD) self/team | 2 |
| 5.4 | **Managing Change** |  |  |  |
| 5.4.1 | Describe future technical and other developments related to VTS and port operations | 5.4.1.1 | Changing expectations of VTS   * Technology developments * Maritime Autonomous Surface Ships (MASS) * Artificial Intelligence (AI) / Machine Learning (ML) | 2 |
| 5.4.1.2 | Implications for VTS operations | 2 |
| 5.4.2 | Promoting a just culture / safety culture in VTS | 5.4.2.1 | Elements of a safety culture   * Learning culture * Informed culture * Just culture * Flexible culture * Reporting culture | 4 |
| 5.4.2.2 | Assessing a safety culture | 4 |