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| IALA Guideline |

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DRAFT guideline on remote training in VTS

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Revisions to this document are to be noted in the table prior to the issue of a revised document.

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# Introduction

A major factor in the effective delivery of VTS is the competence of its personnel. VTS personnel should only be considered competent when appropriately trained and qualified. It is recommended that competent authorities and VTS providers implement and establish VTS training and certification in a standardized and harmonized manner in accordance with IALA guidelines and model courses.

Remote training has become a key part of modern education and professional development, offering accessible, flexible learning opportunities that helps VTS personnel stay skilled and maintain competency. It provides a reliable way to deliver consistent, high-quality training and ensures that all students regardless of location are appropriately trained and qualified for their VTS duties.

Advancements in technology, the drive to reduce operational costs, and a growing focus on environmental sustainability have also played a significant role in its adoption. Remote training also brings challenges which need to be considered when preparing and conducting remote training such as keeping learners engaged, peer-to-peer interactions, maintaining the integrity of assessments, and bridging gaps in access to technology.

This guideline is designed to address these issues, providing a framework to create and deliver effective remote training programs in VTS.

## Purpose

The purpose of this document is to provide guidance to training organisations and VTS providers when preparing and conducting remote training for VTS personnel.

This Guideline is associated with *IALA* *Recommendation R0103 (V-103) Training and Certification of VTS Personnel,* a normative provision of IALA *Standard 1050 Training and Certification*. To demonstrate compliance with the recommendation the practices described in this guideline should be taken into account.

## Objectives

The objectives of this document include:

* Define the elements within remote training (tools that can be used, approaches to be taken)
* Define considerations for remote training (hybrid/blended, theory, simulation, assessment and evaluation)
* Develop guidance to assist VTS training organizations and VTS Providers in the implementation of VTS training using remote training methods
* Ensure VTS remote training remains relevant and effective, using up to date training methods and methodologies.
* Establish links to existing IALA documentation

## Terms and Definitions

To support understanding of the concepts of remote training in VTS, the following definitions are used. Both synchronous and asynchronous techniques can be suitable for remote training and learning.

### Remote Training

As defined in G1014 – Accreditation of VTS Training Organizations and Approval to Deliver IALA VTS Model Courses, Remote Training is any training interaction where the instructor and student are not in the same physical location, using online or offline methods and tools to achieve learning objectives. It can be delivered synchronously or asynchronously and may take the form of fully remote or hybrid training.

### Synchronous Training

Synchronous means ‘at the same time’. Synchronous learning refers to a situation where instructors and students gathering at the same time and (virtual or physical) place and interacting in “real-time”. For remote synchronous learning the training relies on technology to support real-time interaction.

### Asynchronous Training

Asynchronous means ‘not existing or occurring at the same time’. Asynchronous learning refers to a situation where students accessing materials at their own pace and interacting with each other over longer periods.

### Virtual Instructor Led Training (VILT)

VILT is training that is delivered in a virtual environment, when the instructor and learner are in separate locations. VILT environments are designed to simulate the traditional classroom or learning experience.

**Blended training**, also known as blended learning, combines traditional face-to-face instruction with online learning. This approach leverages the strengths of both methods to create a more flexible and effective learning experience

# Benefits and Challenges

[text]

1. Benefits and challenges of remote training [could add in ‘techniques to address ?

| Element/category | Benefits | Challenges |
| --- | --- | --- |
| Geographical Aspects | Trainees in different locations / unable to attend a training site. | Locations may be on different time zones / fatigue issues in attending synchronous in different time zones |
| Time | Provides alternative approach when trainees unable to rearrange schedules – asynchronous may support learning. | While providing opportunity to learn in a self-directed manner, asynchronous element may not support all learning styles. |
| Cost | Reduced costs for travel, accommodation, training venue costs, etc. | Costs related to provision of student’s own technology, internet connections and access to other tools such as printers may arise. |
| Training resource sharing | Ability to use the technology in an effective manner, with sharing of training materials and resources. | Asynchronous approaches may increase time to respond when questions on resources arise |
| Special Circumstances | Provides opportunity for continuity of training in special circumstances, such as limitations on travel or gatherings in the same physical space. |  |
| Social interaction | Supports family life / less disruptive to family and social network. | Ensuring engagement between students / between students and instructor(s)  Reduced face-to-face interaction can lead to feelings of isolation among learners |
| Sustainability | Remote training can support sustainability initiatives, with reduced carbon footprint through reduced or no travel. |  |
| Monitoring and Assessing | Those students who may feel intimidated by group settings have opportunity to excel, reduced stress for monitoring and assessing. | Some students may fall behind through misunderstanding or in ability to express themselves through the online tools |
| Technology   * Internet connection * Cyber security * Hardware * Software | Provides opportunity for incidental learning in digital intelligence, increased comfort level with technology. | Technical issues and connection problems may disrupt the learning experience. |
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# Remote training tools

## Training Tools

[text]

Training tools to be applied should support the objectives of the training and may include:

* multi-point audio/video conference,
* multi-point online communication,
* online screen sharing,
* online streaming media,
* online assessment,
* recording,
* file downloading/uploading,
* email,
* instant messaging,
* file sharing.

## Network and Security requirements

[text]

## Adapting Existing Training for Remote Training

Adapting existing training to remote training needs to consider the learning objectives. It may be relatively straightforward with ‘like for like’ options, or there may be a requirement to identify more creative responses.

Some possible options for remote/online training are provided in table X.

1. Physical training requirements with remote/online training option

| Physical Training | Remote / Online Equivalent |
| --- | --- |
| Training space with reference materials | Virtual learning space with reference materials |
| Classroom interaction | Virtual classroom with video and audio feeds |
| Small group discussion / activities | Breakout room option within the virtual classroom tool |
| Brainstorming activities using whiteboards or flip charts | Whiteboard feature in virtual classroom too, use of mindmap software shared online |
| Demonstration of information / sharing of ideas using white boards or Flip chart activities | Collaboration tools in virtual classroom tool - annotate feature / white board |
| Guest lecture / expert presenters | Guest lecture / expert presenters |
| Ongoing review of content presented and preparation for tests | Verbal and breakout room review activities, online ‘quizzes’ (i.e. Kahoot, or other quiz software) |
| Student interaction / sense of being part of a cohort (incidental learning during breaks, after hours) | Building in opportunities for interaction, sharing of knowledge and experience, creating online ‘groups’ (i.e. whats app groups) |
| Simulated VTS Decision Support Tool | Simulated VTS Decision Support Tool |
| Simulated VHF radio | Simulated VHF radio |
| Simulated telephone lines | Simulated telephone line |
| Time of day activities – adjustable clock in simulator | Time of day activities, use of adjustable clock app |
| Training spaces for:   * VTS Centre * Simulation control room * Outside world / Port Team | Breakout rooms in virtual classroom for:   * VTS Centre * Simulation control room * Outside world / Port Team |
| Peer Monitor (Student as Peer Monitor sits in the VTS Centre and monitors the activity, making notes as per Peer Monitor Form ) | Peer Monitor (Student as Peer Monitor monitors the activity in the VTS Centre, making notes as per Peer Monitor Form ) |

# Instructor Skill Sets for Remote Training

[develop a table to reflect the ADDIE model with the skill sets]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Element | Analyse | Design | Develop | Implement | Evaluate | Comments |
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**Skills sets for delivery as well as planning / designing**

Know the tools

techniques for interaction online / remote

Able to convey information clearly and concisely (communication skills)

Use of tonal quality when presenting / Pitch Pace Power and Pause

Focus energy to bring the students along

Encouraging student to student interaction

Time management

Fatigue management (screen fatigue, time zone)

Cultural awareness (includes sensitivity)

# Preparing for remote training

Before conducting remote training, it should be considered whether the tools and scenarios used for remote training could meet the requirements related and the following factors may be considered:

To consider – the content / structure of training

The trainees – consider their requirements / right equipment; technical equipment; mental preparation.

How to prepare the trainees / have students prepare to ‘teach’ elements they have difficulty with

Different type of remote training- ‘lecture’ join when you can (optional lectures); some elements must participate in small teams; some elements use your own laptop // Preparation for training may be different for each of these elements. Requirement for training may be different.

## Network Perspectives

Training tools to be applied should be equipped with sufficient network stability and bandwidth to support clear and smooth video transmission, which is essential for the normal conduction of remote training. [put in a list of elements to consider from a network perspective]

Identifying minimum bandwidth (i.e. 10 Mbps)

Advising of requirements in advance

## Security Perspectives

* System Security

Training tools to be applied should adhere to relevant tool usage requirements and internet safety practices, being able to address common cyber threats such as viruses and malware.

* Data Security

Training tools to be applied should support data backup and protection.

* Privacy Protection

Training tools to be applied should ensure that user-generated data when using the platform could not be accessed by any unauthorized users.

* Fault Handling

Training tools to be applied should have the functions of fault handling, such as error logs generation, fault counting and analyzing, diagnostic testing, error correction.

## Health and Safety Perspectives

[to be developed]

Physical / psychological health and safety

## Safe and Effective Learning Environment

To discuss and consider carefully – the conditions where training to be conducted remotely. Including scenarios where training may not be suitable.

Thought – create a ‘check list’ for practical use in determining if training is appropriate for remote training. Or develop a decision tree/scale approach (identify elements suitable) to help members identify if training is suitable.

Could link to the benefits

# Conducting Training

Instructional techniques or strategies refer to the methods, techniques or tools that can be used to assist the learning to understand and interact with the content being presented[[1]](#footnote-1). There are many different approaches that can be taken. Some of the most common approaches to training are presented in table X.

1. Synchronous and Asynchronous delivery

| Training activity | Synchronous | Asynchronous | Comments |
| --- | --- | --- | --- |
| Lecture | Yes | Possible | Lecture could be pre-recorded for review in asynchronous manner |
| Developmental Method | Yes | No | More interactive than lecturing, using questioning techniques. |
| Brainstorming | Yes | No | Relies on real time interaction to build on ideas within the brainstorm activity. |
| Case Study | Possible | Yes | Case study reviews include individual reading of the case, with response to structured questions to meet learning objectives. |
| Games (learning games) | Yes | Possible | Games, with a focus on learning, lose some impact when done in an asynchronous manner. |
| Demonstration | Yes | Yes | Demonstration may be both, noting the opportunity to record a demonstration for individual replay. |
| Role Play | Yes | No | Role play requires interaction within the context of the experience being provided. |
| Flipped Learning | Yes | Yes | Flipped learning, or the flipped classroom, focuses on self-directed learning and can be suitable for both. |
| Structure experience (simulation) | Yes | Possible | While not suitable for asynchronous learning, the asynchronous review of simulations can be effective. In addition, part task simulation may be suitable for asynchronous learning. |
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## Theoretical Knowledge Training

Different teaching methods might be considered, for synchronous and asynchronous delivery.. Relevant factors may be considered for the selection of teaching method:

* Network Conditions of both Training Trainers and Trainees. If both parties have sound network conditions, live-streaming would be selected. If any fails, live-streaming should not be considered. If the one of trainees is not in a sound condition, offline resources might be provided, or video recorded courses arranged.
* Course Content and Style. Course content should fully consider the application scenarios and actual characteristics of the competent authorities. For course content required high interactivity, such as case analysis, live streaming is suitable.
* Skillsets of online Trainers. [new text to reflect the specific skill sets for online trainers]
* Time Schedules for Trainers and Trainees. If condition allows to align the trainers and trainees at the same period, live streaming might be considered. Otherwise, video recording may be an alternative.
* If requested conditions such as network resources, course content, and teaching style are available, live streaming is preferred because interactivity in training would bring a better learning effect.
* If ineffectiveness found during the process of teaching in any method, adjustments are needed promptly.
* Use of AI in VTS training

Issues to be considered are as follows when conducting training:

* Developing a detailed training plan before remote training, including the schedule of courses and time arrangements on online discussions.
* Checking and testing the technical tools to be used before live-streaming instruction to ensure that digital devices, applications, and internet connections are working well, further to avoid any disruption during the teaching process.
* Ensuring the sound effect of displaying, lighting, setting, and audio when recording courses by digital tools. trainers should try their best to ensure the best view of both themselves and facilities as well as equipment required to be outputted, pre-set the appropriate illuminance, light sources, and clear setting to enhance the sound visual and auditory experience of trainees.
* The duration of each recorded course should be reasonably set to accommodate to the brain attention pattern.

## Course Design

[text]

### Synchronous Training Course Design

(1) Defining the trainers and schedule based on the content to be covered.

(2) Developing a course timetable and ensuring the coherence of the course.

(3) Applying proper teaching methodologies and technologies to enhance the courss, such as:

* Establishing a multi-sensory and comprehensive connection with trainees, using various communication technical tools to compensate for the limitation on physical interaction in a live class.
* Developing the clear instructional designs and plans, together with a feasible agenda and a list of tasks to be finish and relative timelines.
* Considering potential difficulties and developing countermeasures plan for to ensure the smooth course design and teaching process.
* Creating a supportive learning environment by trainers, with the concise and explicit communication methods, learning tools, and course content, together with accessible resources.
* Using various tools as a sufficient substitute for traditional classroom activities, to make teaching and learning more adaptable by tools such as real-time discussion boards and online posts.

(4) Designating a dedicated person to handle emergencies during the whole procedure of live streamed teaching, so as to ensure the smooth conduction of training.

### Asynchronous Training Course Design

[text]

### Recorded Content/Courses

Trainers are required to develop a video script or an outline for the course, with methods as follows considered to be helpful before recording:

* Writing the script in a simple, easy-to-understand way, just like illustrating to your friends.
* Demonstrating the operations on screen (such as, clicking a button or opening a new page) and sparing time explaining what is being operated and why.
* Reading the script aloud to check for coherence.
* Sending the script to a trustworthy colleague for feedback.

Providing as much supplemental material as possible to enrich the content of the teaching. Trainers might share their presentations, websites, and media resources related to the course with trainees, in order to enhance their interest and allow them to assess their understanding.

Trainers may record video clips and ask trainees to watch online or download for review in future.

Trainers may also record their live teaching sessions as the video learning resources and encourage their trainees to use them appropriately to meet the flexible learning needs.

## Selection of Teaching Tools

Whether for synchronous or asynchronous training, the selection of teaching tools is critical. When choosing online training tools, the following factors should be considered:

* Number of trainees: appropriate tools is going to be selected based on the quantity of trainees involved in a particular remote training.
* Cost-effectiveness: expense needed and service provided of different platforms would be compared to ensure the one selected has a high performance cost ratio.
* User-friendliness: a platform that is easy to use and operate would be chosen so that trainers and trainees are able to start quickly and use smoothly.
* Extensibility: the extensibility of the platform needs to be considered so that more trainees and resources could be involved when needed.
* Security and privacy protection: privacy protection capability and security features of the platform should be considered to control the dissemination of the sensitive information.

## Simulation Training

When conducting remote simulation training, technical specifications, equipment and facilities capacity, maximum number of trainees, and trainer qualifications should be taken into account, with particular attention to training design.

### Technical Specifications

Refer to IALA "R0103 (V-103) Training and Certification of VTS Personnel".

Refer to IALA GUIDELINE"G1156 Recruitment, Training and Certification of VTS Personnel".

Refer to IALA GUIDELINE"G1027 Simulation in VTS Training".

### Facilities and Equipment

A VTS simulators should cover all the functionalities of an offline operational simulator, be accessible remotely via the Internet, and provide differentiate ports for trainers and trainees, allowing trainers to create various training scenarios and tasks for trainees to complete various practical exercises and operations on the VTS simulator. Specific facilities and equipment should include:

* A VTS simulator system;
* At least one trainer console that is capable of effectively setting up, editing, managing, and evaluating training exercises, which include:
* Electronic navigational chart display based on vector ENC.
* Exercise settings, such as choosing a sea area around the world or creating a virtual one as the training environment, selecting training vessels, and setting up meteorological conditions.
* Ship navigation control and management.
* Access to real-world navigation targets.
* Monitoring of vessel-to-vessel navigation information.
* Recording and reply video and audio of the training process.
* At least one trainee console for simulation operations:
* Simulate the major operational functions of a real VTS console.
* Display information corresponding to the training scenarios created by the trainer, including electronic charts, radar tracking of targets, AIS targets, and other data.
* Update training scenarios in a timely and dynamic manner, simulate VHF communications, and realize interconnectivity with ship manoeuvring simulators.
* A set of simulated VHF communication equipment.
* Trainer's manual.
* Textbooks, technical papers, and other reference materials.

### Design of the operational training through simulator

Prior to the training, trainers should thoroughly explain to trainees the simulator's operating essentials and related designs to the trainees.

(2) Prior to the training, trainees should have ample time to familiarize themselves with the simulator and its equipment.

(3) Guidance and training provided should be objectives and tasks oriented and suitable for the trainees' capabilities.

(4) Trainers should monitor the training process by observing the operations of trainees and provide support when necessary.

(5) Summaries should be conducted with trainees to ensure that the training objectives are met, and trainees possess required operational skills.

(6) During summary, peer evaluations are encouraged.

### Trainee numbers in simulation training

To ensure the effectiveness of the training, the number of trainees at each trainee station should be limited, ensuring enough training time for each.

### qualifications for remote training

Trainers should be certified by the competent authorities, with appropriate training in teaching skills and methods.

Trainers should have sufficient knowledge and skills in applying VTS simulators and be proficient in both simulator training and training itself.

At least two experienced trainers are required for operational training.

# Training Evaluation

Training evaluation is an important part of the entire VTS remote training process. The purpose of training evaluation indicates: firstly, to determine whether the remote training has achieved the expected training objectives, and secondly, to evaluate whether trainees have improved their job performance after training. Institutions conducting VTS remote training should develop the following documents to ensure the training meets the set objectives:

* Of training quality control. Training institutions need to perform quality control over the provision of remote training, set up evaluation indicators such as user experience for the E-learning platform, training service, and training quality to continuously improve the training.
* Of training effect monitoring. Training institutions can apply the following methods to evaluate learning outcomes:

.1 Examination. Set up online exams to test the degree of familiarization of the training content.

.2 Operation evaluation. Evaluate trainees' emergency response and problem-solving capabilities through simulated exercises.

.3 Feedback evaluation. Collect feedback on training to continuously improve training content and methods.

* Training archives. Establish training archives for personnel participating in remote training, which should comprehensively record information such as skill levels before training, training objectives, training conditions, and training outcomes.

# ABBREVIATIONS

AIS Automatic Identification System

IMO International Maritime Organization

VTS Vessel Traffic Services

Other…

# REFERENCES

1. IMO. Resolution A.1158(32) Guidelines for Vessel Traffic Services
2. IALA. Recommendation R0103 (V-103) Training and Certification of VTS Personnel
3. IALA. Guideline G1150 Establishing, Planing and Implementing a VTS
4. IALA. Guideline G1156 Recruitment, Training and Certification of VTS Personnel
5. IALA. C0103-1 VTS Operators Training
6. IALA. C0103-2 VTS Supervisor Training
7. IALA. C0103-3 VTS On-the-job Training (OJT)
8. IALA. C0103-5 VTS Recurrent, Refresher and Adaptation Training

IALA Guideline Template – for reference

Footnotes should be used sparingly but can be inserted and are found in **Footnote Reference** style at the bottom of the page[[2]](#footnote-2).



1. Example of wrapping in line with text

Figures should be centred with wrapping **In Line with Text** and labelled by writing the figure titles using the **Figure caption** style below the figure. It is important to note that figures and tables should be labelled in this manner with their respective styles to ensure that the tables in the contents section are updated correctly.

##### Alternative figure layout – Heading 5 style

Alternatively, figures can be offset with **Square** text wrapping so that the text does not overlap the figure but arranges the paragraph such that it continues onto the next line in an appropriately sized paragraph.

If no figures are included in the guideline, the respective table on the contents page should be deleted.

1. Example of wrapped square

# DEFINITIONS

The definitions of terms used in this Guideline can be found in the *International Dictionary of Marine Aids to Navigation* (IALA dictionary) at <http://www.iala-aism.org/wiki/dictionary> and were checked as correct at the time of going to print. Where conflict arises, the IALA Dictionary should be considered as the authoritative source of definitions used in IALA documents.

# abbreviations

This section should be typed with the **Abbreviations** style. The acronym or initialism is typed and then tab is pressed so that the style inserts the appropriate tabs and paragraph spacings e.g.:

NGO Non-governmental organization

VTS Vessel Traffic Services

The list should be typed in alphabetical order. The text automatically aligns as an indented paragraph until carriage return is hit and then the next term can be entered.

# references

References are sources directly referred to in the running text and should be given a sequential number, starting at 1. The reference number should be included as close to the referenced text as possible and included as a number within square brackets.

The reference should be listed in the References section in the following syntax using the **Reference** **list** style:

[Author surname,] <space> [initial.] <space> [year] <space> [title.]

For example:

“Hawking also suggests ways that quantum mechanics can be combined with the theory of special relativity [1]. This text builds on his discussion of the instability of black holes described in *A Brief History of Time* [2].”

should be included in the reference list as follows:

1. Hawking, S. (2001) The Universe in a Nutshell.
2. Hawking, S. (1988) A Brief History of Time.

The **Reference list** style will add a number for the reference as soon as you start typing the text and the paragraph will automatically align with the first line of text. Press return to enter a new reference in the list.

# Further reading

Any texts that are recommended to the reader without direct reference in the text should be listed within this section using the same syntax as the reference list. Sources should be listed using the **Further reading** style.

1. Einstein, A. (1905) Relativity: The Special and General Theory of Relativity
2. Idle, E. (1984) The Galaxy Song

# Index

**No index entries found.**

1. Example of appendix Title (Head 1) style

Appendices should be started on a separate page and contain information that is directly relevant to the main body of the text at a certain point, but that would be too large or distracting to include at that particular point. There are four levels of appendix heading styles available in the **Style Gallery.**

* 1. Example of Appendix Head 1 style
     1. Example of Appendix Head 2 Style

At the end of the **Appendix head 2** style text press carriage return, the following paragraph is **the Heading 1 separation line** style, press carriage return again, and the following line will be in **Body text** style.

* + - 1. Example of Appendix head 3 style

The same following formatting applies to the **Appendix Head 3** style i.e., press carriage return, the following paragraph is the **Heading 2 separation line** style, press carriage return again, and you will be back to body text.

* + - * 1. Example of Appendix Head 4 style

The Appendix Head 4 style is followed by body text and does not have a separation line. Only the level 1 **Appendix Title** will appear in the TOC.

* + - * 1. Example of Appendix Head 5 style

The **Appendix Head 5 style** is followed by body text and does not have a separation line. Figure and tables should be labelled as a continuation from the main Guideline content.

1. Example of Annex title (Head 1) style

Annexes should include information that can exist in isolation e.g.

* a technical specification for a new piece of equipment;
* the content and structure of a new training module; or
* the detail associated with a new recommendation for an AIS.

Annexes can include appendices if required. There are also four levels of annex heading styles available in the **Style Gallery.** In addition to the **Annex title** (**Head 1)** style there is **Annexe Head 2**, **Annexe Head 3** and **Annexe Head 4**. These follow a similar format to the appendix heading styles. As many annexes can be included as needed and it is advisable to separate them with a page break. Only the level 1 **Annex title** style text will appear in the TOC.

* 1. Example of Annex Head 2 style
     1. Example of Annex Head 3 style
        1. Example of Annex Head 4 style

Annex figures and tables should be labelled with the **Annex Figure Caption** and **Annex Table Caption** styles respectively, rather than the main figure and table caption styles. This ensures the annex can be read logically in isolation and that annex figures and tables are not included in the List of Figures and Tables respectively on the main Guideline contents page.

1. Example of annex figure caption
   * + - 1. Example of Annex Head 5 style

1. The Simulation Instructor’s Handbook, Second Edition, 2024, The Nautical Institute [↑](#footnote-ref-1)
2. Footnotes should be used sparingly. [↑](#footnote-ref-2)