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| IALA Guideline |

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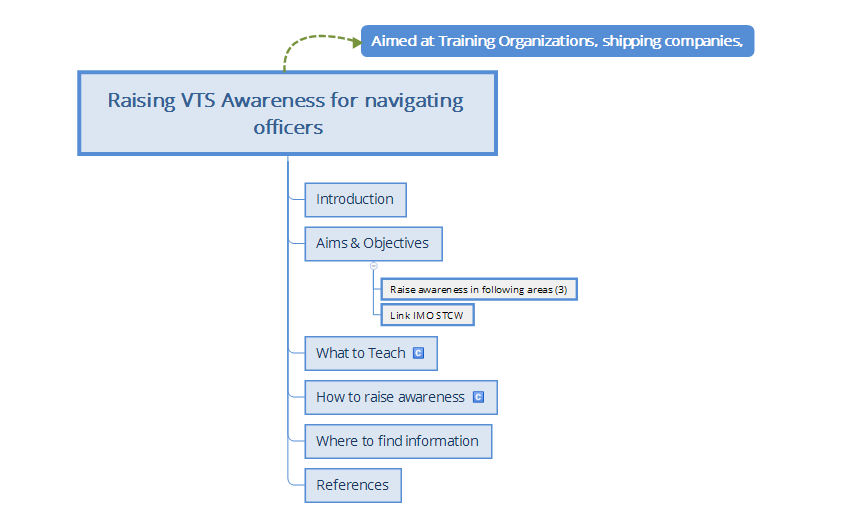
Navigating Officer Awareness of VTS

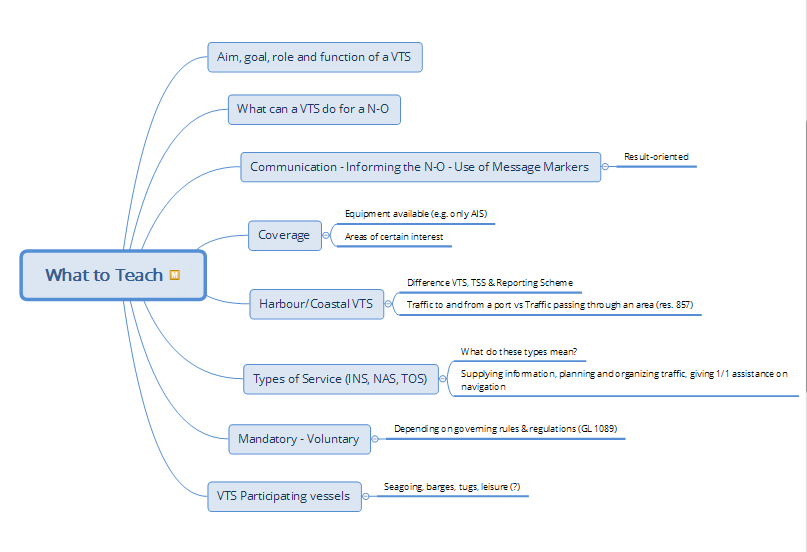
Edition 1.0

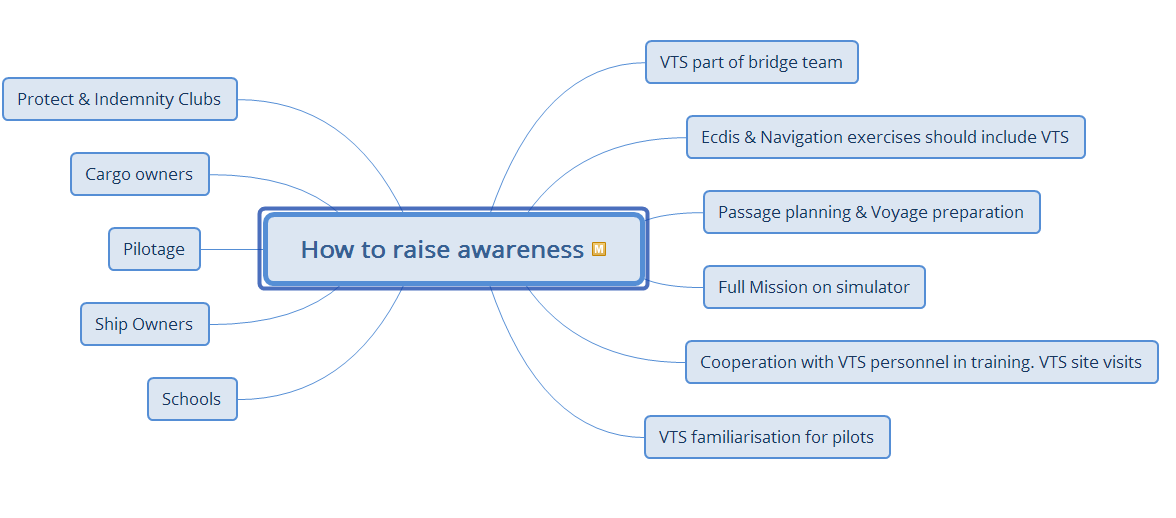
Document date

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

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| Date | Page / Section Revised | Requirement for Revision |
| month/year approved by Council | aaaaa | aaaaaa |
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# INTRODUCTION

## This guideline is intended for Maritime Training Centres WHO TRAIN NAVIGATING OFFICERS, shipping companies, Harbours and Pilot authorities, Flag State certification surveyors, any other relevant stake holders who have a role or may assist in improving awareness of the Navigating Officers and their understanding of VTS.

Background:

The rational for this document is that there is a consensus with in the industry that Navigation Officers knowledge of VTS is insufficient and that VTS is now a mature and reliable partner and should therefore be incorporated in the bridge team management.

There have been several regional risk assessments of Marine Environment, for example within the Baltic and the North Sea, which have stated that VTS provides a central risk reduction measure regarding oil spill and environmental damage.

On this background it is still noticeable that there is little requirement for VTS training within STCW and it is only mentioned briefly in Table A-II/1 “Maintain a safe navigational watch”. Consider if STCW should incorporate VTS into their training? Will this be ok?

International

IMO res. A.857 (20), SOLAS Chapter 5 Regulation 12 Vessel Traffic Services, MSC/Circ. 1065, STCW 95 resolution 10 (?) mention VTS and stress the importance.

However this importance is not reflected in STCW:  
- Table A-II/1: “Maintain a safe navigational watch”

“The use of reporting in accordance with the General Principles for Ship Reporting Systems and with **VTS** procedures”

- “Use the IMO Standard Marine Communication Phrases and use English in written and oral form”. VTS is not there for the purpose to raise awareness but part of the description of other competences.

“English language Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship’s safety and operation, to communicate with other ships, coast stations and **VTS** centres and to perform the officer’s duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP)”

Other references to VTS in STCW?

In persective of the above there is a compelling need to integrate knowledge, understanding and proficiency about VTS and its benefits for the wachtkeeping officers in STCW and thereby also contributing to the overall maritime safety.

Body text

## (Example Heading level 2)

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# AIMS AND OBJECTIVES

This guideline presents guidance to what information should be made available to Navigating Officers as part of their basic Navigational training, whether this training is provided through Maritime Training Centres or any other stake holder. The objective is to raise the awareness of the Navigation Officers about VTS in the following areas:

* How to incorporate VTS awareness into the teaching syllabus?
* What is the aim, goal, role, function of a VTS?
* What can a VTS do for the mariner?
* Where has it come from? IALA.
* Where are VTS centres? Area of coverage – coastal, river, port, inland waters. Publicity!
* When is this done? 24/7 when operating.
* How is it done? i.e. informing the Mariner
* Communication
* Differentiate between VTS, Routeing (TSS) and Reporting Scheme
* Which kind of service can VTS provide – INS, TOS & NAS ascending order
* Is VTS mandatory in all areas? Do I have to obey?
* Different VTS roles and training including refresher
* How can a Mariner benefit from a VTS
  + Depending on Flag or Coastal State.
  + A transit area might not be?
  + Types of equipment available to VTS and different information they are able to access

Reference to STCW – Table A-II/1 Maintain a safe navigational watch.

* + Why certain areas have a VTS
  + Who is organising a VTS – government, port, private company
  + Where is there information about VTS?
  + Lack of publicity about VTS areas.
  + 8 Message Markers
  + Standard Maritime Communication Phrases – STCW
  + Not Police
  + Facilitate safe navigation
  + Efficiency of traffic movement
  + Protection of the marine environment
  + Build wider domain awareness rather than local situational awareness
  + Provide safety advice and warnings of deviation from fairway,
  + Various information – traffic, meteorological, additional to the chart, hazards, AtoN malfunction, hydrography …
  + Anchor watch facility

Body text (left justified)

# What to teach

Which kind of service can VTS provide

* We expect a Navigator to be aware that some VTS only provide Information where as other VTS may provide Advice or even Instructions.
* The Training Organisation or Navigator should be able to get information from mandatory publications – e.g. Admiralty List of Radio Signals regarding inter alia:
  + VTS area;
  + Means of communication;
  + Required information to be provided by the Mariner;

What is the role of VTS?

* The Navigator should be able to state the role and function of VTS.
  + IMO Resolution A.857(20) states the role and function of VTS.
* The Navigator should be able to account for the expected service provided by a VTS to his vessel.
  + On a practical basis – VTS should provide information regarding traffic, weather, malfunction in AtoNs etc.
* The Navigator should be aware that he may also receive advice on Safety of Navigation e.g. how to solve conflicting traffic situations.

Where has it come from? IALA.

* The Navigator should be able to identify the rationale behind larger Ports in the 1950s assisting vessels entering their ports in reduced visibility. This has progressively been developed to also be an aid to safety and environmental protection.
  + Since 1957 IALA has been involved in the education and development of the current VTS.

Communication

* The Navigator must be able to account for the difficulties in radio communication, being the primary means of direct communication during complex situations.
* The Navigator must be able to demonstrate good knowledge of SMCP.
* The Navigator must be aware of the common flaws in radio communication which can lead to misunderstanding. These flaw may be avoided by the use of:
  + Correct use of SMCP;
  + Message Markers;
  + short sentences;
  + Standard phrases;
  + Generic wording;
* The Navigator must know that while they are in the VTS area they must listen to the correct VTS channel.
* The Navigator must realise that correct understanding of VHF communications by all parties is vitally important.
  + Correct use of SMCP;
  + Importance of Message Markers;
  + Use of short sentences;
  + Standard phrases;
  + Generic wording;

## (Example Heading level 2)

Body text



1. Geographical range

Where:

Rg is the geographical range (nautical miles) (alternatively NM)

ho is the elevation of observer’s eye (metres) (alternatively m)

Hm is the elevation of the mark (metres) (alternatively m)

### (Example heading level 3)

Body text.

1. Theory of Special Relativity

Where:

E is the kinetic energy (Joules) (alternatively J)

m is the mass (kilograms) (alternatively Kg)

c is the speed of light (metres/second) (alternatively m/s)

#### (Example heading level 4)

Body text.

# OVERVIEW (Example Heading level 1)[[1]](#footnote-1)

Body text. Bullets have only one sentence. Anything further needs to appear in the relevant 'bullet text' style.

* Bullet 1:
* Bullet 1:
* Bullet 1.

## TABLES

Body text

1. Example of a table with the significant information in the first column

|  |  |
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| Table heading | Table text |
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| Table heading | Table text |
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| Table heading | Table text |
| Table heading | Table text |

1. Example of a table with the significant information in the first row[[2]](#footnote-2)

|  |  |  |
| --- | --- | --- |
| **Table heading** | Table heading | Table heading |
| Table text | Table text | Table text |
| Table text | Table text | Table text |
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1. Example of a table with coloured rows

|  |  |  |
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| Table heading | Table heading | Table heading |
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**Note:** Colours for text and cell shading need to be selected from the permitted palette (see ANNEX C)

# FIGURES



1. Example figure



1. Another example figure

# DEFINITIONS

The definition 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.Acronyms>

# ACRONYMS

IMO International Maritime Organization (Acronym style)

# REFERENCES

1. Abcd
2. Efgh
4. EXAMPLE OF AN ANNEX - LANDSCAPE

Body text

1. example of ANNEX heading level 1

Body text

* 1. example of annex heading level 2

Body text

* + 1. Example of annex heading level 3

Body text

* + - 1. Example of Annex heading level 4

Body text

1. Example table

| No | Title/Topic | IMO References | Requirements | Possible Audit Questions | Remarks |
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| 1 | Table text | Table text | Table text | Table text | Table text |
| Table text | Table text |
| Table text | Table text |

1. EXAMPLE OF AN APPENDIX TITLE
2. APPENDIX HEADING 1

Body text

* 1. APPENDIX HEADING 2

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* + 1. APPENDIX HEADING 3

Body text

* + - 1. Appendix Heading 4

Body text

1. (EXAMPLE ANNEX TITLE)
2. Introduction (Example Annex Heading 1)

Body text.

* 1. Example of ANNEX HEADING Level 2

Body text

* + 1. Example of annex heading level 3

Body text

* + - 1. Example of Annex heading level 4

Body text

1. PERMITTED COLOUR PALETTE



The IALA colour palette is divided in 3 palettes of different level of hierarchy that has to be respected.

Corporate colours

IALA’s corporate colour palette is directly inspired from the colours in our logotype:

- dark blue

- white

- yellow

- gradient blue

**Primary and secondary colours**

The primary colours are to be applied in complement

with the corporate colours.

This second level of colours gives rhythm and helps

to segment our publications.

The secondary colours are used to highlight

information, titles in a minor proportion only.

**Note: Corporate colours are not shown**

Recommendations

Model Courses

Guidelines

1. Example footnote [↑](#footnote-ref-1)
2. Example of footnote [↑](#footnote-ref-2)