

**IALA GUIDELINES**  
on  
**THE ASSESSMENT OF TRAINING**  
**REQUIREMENTS**  
for

**EXISTING VTS PERSONNEL**

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**CANDIDATE VTS OPERATORS**

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**REVALIDATION OF**  
**VTS OPERATOR CERTIFICATES**



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## **Guidelines on the Assessment of training requirements for existing VTS Personnel, Candidate VTS Operators and the Revalidation of VTS Operator Certificates**

### **1. Introduction**

The Provisions of IALA Recommendation V-103 on Standards for Training and Certification of VTS Personnel (IALA V-103) lead to professionally qualified personnel capable of contributing to safe and efficient marine operations. Specifically, the Recommendation states “Internationally agreed qualifications for VTS personnel are the key to the establishment of common training standards. Previous qualifications may be taken into consideration when assessing the training requirements for prospective VTS Operators or Supervisors”. In addition, the Course Overview of the Model Course V-103/1 (VTS Operator Basic Training) stresses that “trainees who exceed the minimum entry standards, including those with previous maritime knowledge, should be credited for the appropriate training and the allotted time reduced accordingly”.

Practices that require existing or candidate VTS Operators to repeat learning that has been previously mastered are inefficient, ineffective and costly. These Guidelines have therefore been developed to describe a process of assessment of the prior learning, qualification and previous experience of candidates that should be taken into account by Competent Authorities, VTS Authorities and Accredited Training Institutes when assessing the training requirements for:

1. The award of an IALA V-103 VTS Operator Certificate to existing VTS personnel
2. Candidate VTS Operators;
3. The revalidation of VTS Operator Certificates;

**Annex 1** provides guidance on the use of prior learning techniques when assessing whether training is necessary for existing VTS Operators to be awarded a VTS Operator Certificate in accordance with IALA V-103. It is based on a programme review of the training undertaken by an existing VTS Operator and demonstrations of competence at the VTS Centre at which the Operator is employed.

**Annex 2** provides guidance on the use of prior learning techniques when establishing the training programme of candidate VTS Operators with previous related experience and when establishing the training programme to re-validate a VTS Operator Certificate. It indicates, for each subject in Model Course V-103/1, the acceptable methods of presenting evidence of prior learning.

### **2. Principles**

The recognition of prior learning, qualification and previous experience should include a systematic process that involves the identification, documentation, assessment and recognition of learning acquired through formal (academic) and informal (non-academic) study including work and life experience, training and independent study. The process should be based on an approach that focuses on the individual candidate and assumes that:

1. Important, transferable knowledge elements, skills and abilities are acquired by means of both formal and informal study;
2. Means are in place which effectively and fairly evaluate prior learning;

3. Evaluation can be done at an Accredited Training Institute or at a VTS Centre as appropriate;
4. Evaluation can lead to the exemption from training on all or part of appropriate subject areas by a Competent Authority, VTS Authority or Accredited Training Institute.

### **3. Evidence of prior learning**

A candidate should prepare, and provide to the Competent Authority, VTS Authority or Accredited Training Institute concerned, full evidence of knowledge and competencies that have been acquired by prior learning. This section describes the sources, both direct and indirect, from which evidence can be obtained, and the manner in which it should be presented.

#### **3.1 Direct Evidence**

Direct evidences refers to a candidates self assessment and includes:

1. Formalised self assessment (testing and/or reflective exercise)
2. Responses during an interview process
3. Skills demonstrated through a variety of means
4. Published articles and/or documents
5. Products that have been developed
6. Case Studies (i.e. benchmarking against established standards and/or case studies)

#### **3.2 Indirect Evidence**

Indirect evidence refers to an outside assessment of a candidate and can include:

1. Transcripts from educational institutions
2. Records of performance and/or validation letters from past employers
3. Special awards and commendations

#### **3.3 Presenting evidence of prior learning**

Candidates should prepare the evidence of prior learning in a comprehensive manner and should include details of contacts that can be made to confirm the evidence presented. Wherever practicable, the evidence should be prepared in the form of a Portfolio.

The Portfolio should identify, express and document academic and non-academic learning and relevant credentials, references, certificates and diplomas should be included. Any means of representing this learning is acceptable, as long as it provides some credible reference to the depth of the experience and the integration of this experience in the candidate's inventory of competencies. Where indirect evidence is concerned, candidates should specify clearly where and how confirmation of the evidence could be obtained. Some key areas in the creation of a portfolio are the content, development processes, link to learning and credibility of the items presented.

The development of a portfolio is based on a candidate examining his/her experiences to identify skills and knowledge acquired. If the portfolio has been created specifically to support an application for

employment as a VTS Operator, a comprehensive indication of learning, cross-referenced where possible with actual skills, knowledge and competence elements as identified in Model Course V-103/1 (VTS Operator, Basic Training) should be provided.

Guidance may be given to candidates on how to prepare their evidence of prior learning. An application package, or similar documentation, that includes information on portfolio creation, and responses to questions and concerns that are likely to arise during the process could be used for this purpose

## **4. Assessment of Prior Learning**

A variety of assessment methods are available for use by a Competent Authority, VTS Authority or Accredited Training Institute to provide an accurate measure of the prior learning of the candidate. It is probable that a combination of methods will normally need to be used to ensure all aspects of prior learning are taken into account.

### **4.1 Review of candidate's prior learning evidence**

#### **4.1.1 Review of a Portfolio**

A review of a candidate's portfolio is by far the most extensive form of assessment and should normally be undertaken first. In the review of a portfolio, credentials, references, certificates and diplomas should be checked and validated.

This review should provide a complete overview of prior learning of the candidate and may be sufficient to establish the candidate's training requirements.

However, it is more probable that while indicating adequate competence in some subject areas, the portfolio review will not, in itself, be sufficient to satisfy the Assessor that all the competencies required by Model Course V-103/1 are met. Where this is the case, further assessment of prior learning may be undertaken by means of a "programme review", "demonstration" and/or "standardised tests".

#### **4.1.2 Review of evidence not presented in a portfolio**

A review of a candidate's evidence of prior learning that is not in the form of portfolio should be undertaken in a manner similar to that described in section 4.2.1. However, the evidence may not be so concise or comprehensive and great care should be taken to substantiate and validate it.

As in the case of a portfolio review, it is more probable that while indicating adequate competence in some subject areas, the review of evidence will not, in itself, be sufficient to satisfy the Authority that all the competencies required by Model Course V-103/1 are met. Where this is the case, further assessment of prior learning may be undertaken by means of a "programme review", "demonstration" and/or "standardised tests".

## **4.2 Programme Review**

In the context of these Guidelines, programme review refers to an assessment of a formal course or learning experience. Information should be provided by a candidate on the content, instructor qualifications and methods of assessment of the course or learning experience. A programme review include:

1. Identification of the institute or learning organisation and the nature of the training programme;
2. Identification of the structure of the programme (formal/informal, sanctioned or accredited, duration and sustainability of the programme, etc.);
3. Review of the instructional team and curriculum of the programme (qualifications of instructors, classroom/on-the-job training, post-secondary equivalent, pre-requisites for entry, evaluation methods, duration/content of curricular activities, compliance with other existing standards such as STCW, etc.);
4. Review of the administration of the programme.

A programme review can provide the basis for recognising the course or learning experience as being equivalent to relevant subject areas, in whole or in part, of Model course V-103/1. Published information on acceptable equivalent courses and learning experiences can be used to assist candidates in the creation of their individual portfolios and enable consistent application of the use of indirect evidence gained through transcripts from past training programmes.

#### **4.3 Demonstration**

Demonstration concentrates on a formal, documented display of stated competencies or skills. The demonstration should be designed to meet specific competencies as indicated in Model Course V-103/1 and should be carried out in a controlled, monitored environment. Demonstration should normally be carried out in a simulated work environment; however, it may be carried out in an on-the-job environment if the competencies can be fully demonstrated in a controlled manner.

#### **4.4 Standardised Tests**

Testing is a consistent, effective and efficient manner of assessing prior learning. For the purpose of these Guidelines, the standardised tests should cover identical elements of the test that is carried out by candidate VTS Operators on completion of instruction on that subject area or element of the subject area.

### **5. Assessment Process**

Independent of the assessment method chosen, the process of assessing and recognising prior learning should be monitored. Competent Authorities, VTS Authorities and Accredited Training Institute intending to exempt candidates from training on the evidence of prior learning should have in place:

1. Management systems and resources to support the assessment process;
2. Learner support during all stages of the assessment process;
3. Procedures for monitoring and reviewing assessment records and procedures; and
4. Means to ensure that candidates are aware of the requirements of the assessment services used by the Authority.

## **5.1 Critical Elements**

Candidates and Assessors should discuss and question the content and relationship of the prior learning to the aspect of the training exemption sought. A number of critical elements in this process are:

### **5.1.1 Identifying relevant learning**

Within the context of the training exemption sought, the evidence of prior learning provided by a candidate will be reviewed and assessed by one or more of the means described in section 4 and compared with the competence requirements of Model Course V-103/1.

In the case of new candidate VTS Operators, a limit has been placed on accepting prior learning experiences on subjects that are “VTS specific” (see Annex 2).

### **5.1.2 Judging evidence**

Prior learning can be accepted as being valid to exempt candidates from training where the competence level is assessed as meeting or exceeding that required by Model Course V-103/1.

In undertaking this assessment, the Competent Authority, VTS Authority or Accredited Training Institute must have the necessary expertise available to judge the evidence of prior learning fairly and reliably.

### **5.1.3 Awarding or denying exemption from training**

When the assessment of prior learning indicates that a candidate has the competence required for a particular subject, no training on the subject need be given. However, when the assessment indicates that the required competence level is not being met, appropriate training should be given to ensure the competence level is met.

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## **Annex 1**

### **Process for the issue of an IALA V-103 VTS Operator Certificate to existing VTS personnel**

To permit an existing VTS Operator to be awarded a VTS Operator Certificate in accordance with IALA V-103, the Competent Authority should be satisfied that the levels of competence of the operator are equal to, or better than, the levels set out in each module of Model Course V-103/1 (VTS Operator Basic Training).

The recommended process by which the competence levels of existing VTS Operators can be compared with the standards set out in Table 1 of IALA V-103 is described, step-by-step, in the following paragraphs and the flow diagram.

The recommended process is intended to provide guidance to Competent Authorities and VTS Authorities that will ensure training is provided only in cases where an evaluation or review demonstrates that an existing VTS Operator does not have an adequate level of competence in a particular subject area as set out in Model Course V-103/1.

#### **Basic Training – Model Course V-103/1**

##### **Step 1 – Programme Level:**

An evaluation should be made of the entry requirements for existing VTS personnel, eg, Master Mariner, Pilot, no previous marine experience etc. and the VTS training that they were given on recruitment. If the evaluation demonstrates that the competence gained by the entry requirements together with the training provided meets or exceeds the requirements of Model Course V-103/1, proceed to Step 5.

##### **Step 2 – VTS Centre Level:**

If the evaluation carried out in Step 1 demonstrates that the requirements of Model Course V-103/1 are not met, the additional competencies gained while carrying out the duties of a VTS Operator at a VTS Centre should be evaluated. If the evaluations of Steps 1 and 2 demonstrate that the competence gained by the entry requirements, the training provided and the operational experience at a VTS Centre meets or exceeds the requirements of Model Course V-103/1, proceed to Step 5.

##### **Step 3 – Individual Level:**

If the evaluations carried out in Steps 1 and 2 demonstrate that the requirements of Model Course V-103/1 are not met, an individual prior learning assessment should be carried out, concentrating on the competencies that have not been met by Steps 1 and 2. If the evaluation of Steps 1, 2 and 3 demonstrate that the competence gained by entry requirements, the training provided, the operational experience at a VTS Centre and an individual prior learning assessment meets or exceeds the requirements of Model Course V-103/1, proceed to Step 5.

#### **Step 4 – Training Requirements:**

If the evaluations carried out in Steps 1, 2 and 3 demonstrate that the requirements of Model Course V-103/1 are still not met, the training required to meet the competence levels should be identified and appropriate training provided. Where practicable, the training should be undertaken at an IALA Accredited Training Institute. On satisfactory completion of training proceed to Step 5.

#### **Step 5 – Performance Assessment:**

A review should be undertaken of an individual's performance at a VTS Centre to ensure that the standards of performance set out in IALA Recommendation V-103 are being met. The review should be based on the existing employee performance appraisal system, or on an objective assessment by the individual's VTS Supervisor and VTS Manager. If the review indicates that the individual performance is satisfactory, the Competent Authority should award a VTS Operator Certificate and VTS Certification Log. If the review indicates that the individual's performance is unsatisfactory, the training required to meet the competence levels should be identified and appropriate training provided before a Certificate and VTS Certification Log are awarded.

#### **On-the-Job training - Model Course V-103/3**

#### **Step 6 – On-the-Job Assessment:**

IALA V-103 states "The qualification for personnel to act as VTS Operators is:

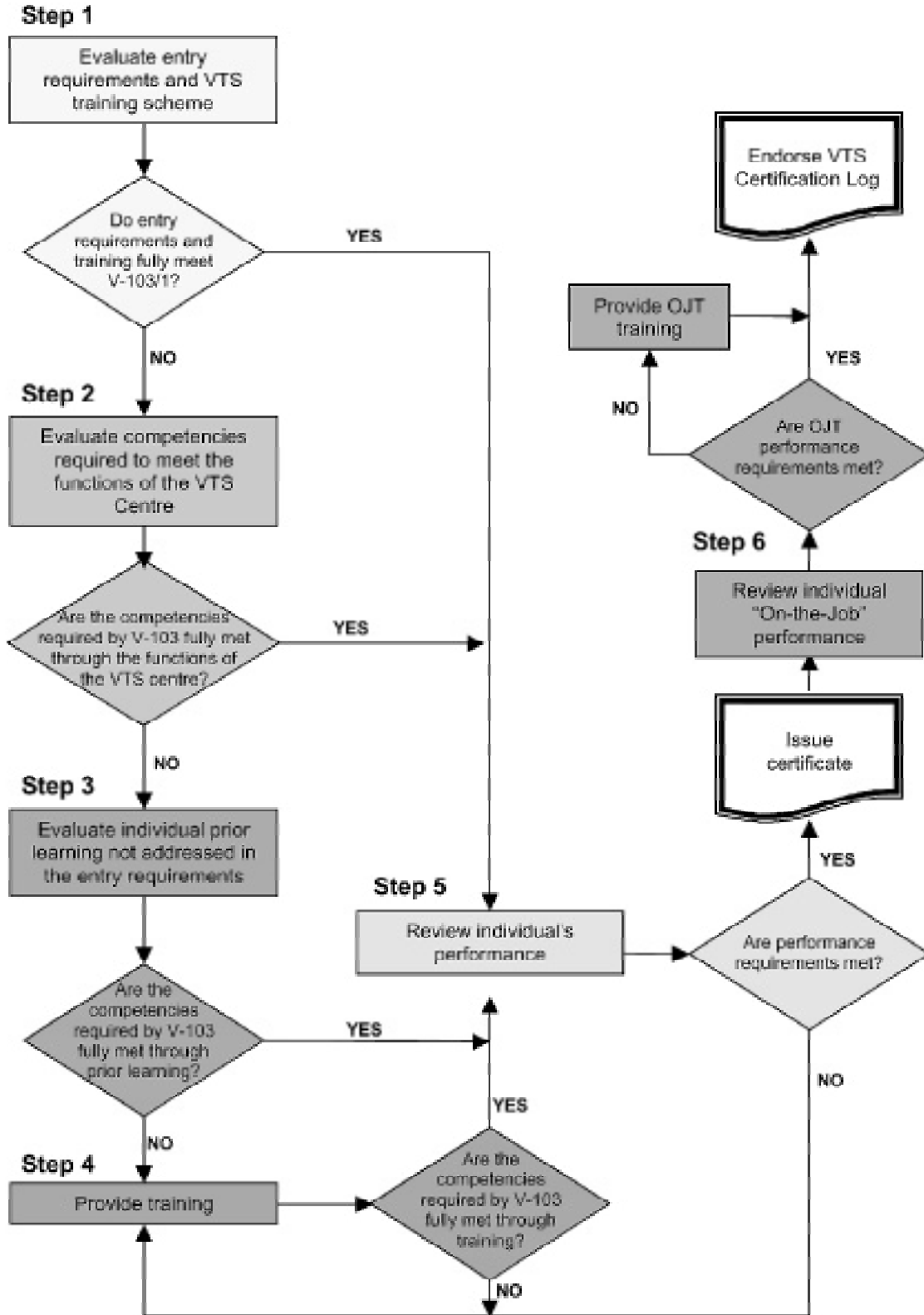
1. the possession of a current VTS Operator Certificate;
2. an endorsement in the VTS Certification Log relating to the successful completion of on-the-job training at the VTS centre at which the Operator is employed."

It is therefore necessary for an appropriate endorsement to be entered in the individual VTS Certification Log before a VTS Operator can be considered as conforming fully to the Recommendation.

A review should be undertaken at the VTS Centre at which the Operator is employed of the individual performance on the various operational functions conducted at the Centre to ensure that the "On-the-Job" training requirements are being met. The review should be based on the existing employee performance appraisal system or on an objective assessment by the individual's VTS Supervisor and VTS Manager. If the review indicates that the individual's performance is satisfactory, an appropriate endorsement should be made in the VTS Certification Log. If the review indicates that individual's performance is unsatisfactory, the On-the-Job training required to meet the competence levels should be identified and appropriate training provided before the VTS Certification Log is endorsed.

**FLOW DIAGRAM**

For the issue of an IALA Recommendation V-103 VTS Operator Certificate  
to existing VTS Operators



## Annex 2

### Assessment of training requirements for Candidate VTS Operators and The Revalidation of VTS Operator Certificates

#### 1. General

IALA V-103 recommends that previous qualifications may be taken into consideration when assessing the training requirements for prospective VTS Operators or Supervisors.

This approach is emphasised in the Course Overview for Basic Training (V-103/1), which stresses that “trainees who exceed the minimum entry standards, including those with previous maritime knowledge, should be credited for the appropriate training and the allotted time reduced accordingly.” In interpreting this clause it should be recognised that the training requirements for VTS Operators set out in IALA V-103 and detailed in Model Course V-103/1 are based on candidate VTS Operators having no prior related learning or experience.

Annex 1 is intended to provide guidance to Competent Authorities and Accredited Training Institutes on:

1. assessment of prior related learning and experience of candidate VTS Operators to ensure that their training programme does not include subjects for which the candidate already possesses the necessary competence; and,
2. training programme that should be developed for re-validating VTS Operator Certificates where re-validation is required under the terms of IALA V-103.

#### 2. Application of Prior Learning Assessment

For the purpose of these Guidelines, three approaches to prior learning assessment are considered. They are categorised as:

**P-** Where it is likely that the prior learning of a candidate with related experience, assessed by a **Portfolio Review, Programme Review and/or Demonstration**, will indicate that the competence level required for the subject is met.

Where the competence level is met, the candidate does not require training on the subject. Where the competence level is **NOT** met, the candidate should be given basic training on those competence elements as identified during the assessment.

**T-** Where it is likely that the prior learning of a candidate with related experience, assessed by a **Standardised Test** will indicate that the competence level required for the subject is met. However, the assessment may be made by means of a Portfolio Review, Programme Review and/or Demonstration separately from, or in conjunction with, a standardised test, where this is considered to be more appropriate. The standardised test should be identical with the test undertaken by candidates at the completion of training on the subject.

Where the competence level is met, the candidate does not require training on the subject. Where the competence level is **NOT** met, the candidate should be given basic training on those competence elements as identified during the assessment.

X- Where the subject is VTS specific it is assumed that the prior learning of a candidate will not have provided sufficient competence of the VTS aspects of the subject. The candidate should be given basic training on all subjects identified as “X”.

The same approaches to prior learning assessment are also used to indicate the training necessary to re-validate a VTS Operator Certificate when the holder has had a break of five years or more from carrying out the duties of a VTS Operator. Where the break is of less than five years, an On-the-Job Instructor should undertake the assessment of Prior Learning for Re-validation of a VTS Operator Certificate. Where the On-the-Job Instructors assessment indicates subject areas in which the required level of competence is not readily apparent, either through the functions of the VTS centre, or through the situational opportunities provided during OJT, an appropriate training programme should be developed.

In the following tables the subject areas and recommended competence levels of each module of Model Course V-103/1 are listed together with the recommended prior learning categories for Candidate VTS Operators and for the re-validation of a VTS Operator Certificate after a break of five years or more.

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**Module 1 - Language**

Subject Area	Recommended Competence level	Recommended Prior Learning category for Candidate VTS Operator and re-validation after a break of five years or more
1. Structure of the English language as applied to voice communications 1.1 Generative English 1.2 English for special purposes, redundancy and precision 1.3 Elimination of ambiguity by choice of words 1.4 Elimination of ambiguity by special techniques 1.5 Status of a message	Level 3	P
2. Specific VTS message construction 2.1 Construction of messages 2.2 Speech devices to imply higher message status	Level 4	X
3. Standard phrases 3.1 The advantages, disadvantages and application of standard phrases 3.2 The IMO SMNV in general 3.3 The IMO SMCP in general 3.4 The IMO SMCP, Part 3, Section 6, VTS	Level 2    Level 3	P    P
4. Collecting information 4.1 Questioning techniques	Level 2	T

**Module 2 - Traffic Management**

Subject Area	Recommended Competence level	Recommended Prior Learning category for Candidate VTS Operator and re-validation with a break of five years or more
1. Regulatory requirements 1.1 International Regulations 1.2 National Regulations including local Bye Laws 1.3 Legal liabilities of VTS functions 1.4 Safety related ship certificates	Level 2 Level 1 Level 1 Level 1	T T T P
2. Roles and Responsibilities 2.1 Ship Masters 2.2 Marine Pilots 2.3 VTS 2.4 Allied services	Level 1 Level 1 Level 3 Level 1	P P X P
3. VTS Environment 3.1 Area limits, boundaries, separation zones, shipping lanes and channels 3.2 Prohibited or dangerous areas, safety zones, anchorages and restricted areas 3.3 Traffic separation schemes 3.4 Traffic separation criteria 3.5 Geographical constraints	Level 4	X
4. Principles of waterway and traffic management 4.1 Planning 4.2 Risk management 4.3 Allocation of space 4.4 Criteria which determines the parameters for the safe passage of shipping	Level 4	X
5. Traffic Monitoring and Organisation 5.1 Traffic patterns 5.2 VTS sailing plans 5.3 Situation analysis	Level 4	X

### Module 3 - Equipment

Subject Area	Recommended Competence level	Recommended Prior Learning category for Candidate VTS Operator and re-validation after a break of 5 years or more
1. Telecommunications 1.1 Fax 1.2 Telephone 1.3 Telex 1.4 E-mail	Level 2	T
2. Vessel Traffic Management Information Systems (VTMIS) 2.1 Introduction to VTMIS 2.2 Co-ordination of information with users/allied services	Level 1	T
3. Radar 3.1 Fundamentals of radar theory 3.2 Radar controls 3.3 Factors affecting radar detection 3.4 Factors affecting interpretation 3.5 Generic VTS radar display features	Level 2	T
4. Audio, Video and other sensors 4.1 Television 4.2 Audio equipment 4.3 Video equipment 4.4 Recording/replay equipment 4.5 Meteorological and hydrological sensors	Level 1    Level 3	T
5. VHF/Direction Finding (VHF/DF) 5.1 Purpose and basic principles of VHF/DF 5.2 Accuracies of VHF/DF bearings	Level 1	T
6. Tracking systems 6.1 Introduction to radar tracking systems and ARPA 6.2 Introduction to manual tracking systems 6.3 Introduction to use of Automatic Identification Systems (AIS) for tracking 6.4 Plotting systems 6.5 Information management	Level 3  Level 1 Level 1  Level 3 Level 1	T
7. Equipment performance monitoring 7.1 Normal operation expectations 7.2 Troubleshooting	Level 2	T
8. Evolving technologies 8.1 New technologies as appropriate	Level 1	T



**Module 4 - Nautical Knowledge**

Subject Area	Recommended Competence level	Recommended Prior Learning category for Candidate VTS Operator and re-validation after a break of 5 years or more
1. Chartwork 1.1 Chart information and terminology 1.2 Plotting positions on paper charts 1.3 Speed/distance/time calculations 1.4 True and magnetic courses 1.5 Tides and tidal streams 1.6 Traffic flows 1.7 Paper charts and publications corrections	Level 2	T
2. Collision Regulations 2.1 International Regulations for Preventing Collisions at Sea	Level 2 (Level 3 where indicated in the model course)	T
3. Aids to Navigation 3.1 International Maritime Buoyage 3.2 Radar beacons 3.3 Satellite and Differential Satellite position fixing 3.4 Terrestrial position fixing systems	Level 2	T
4. Navigational Aids (Shipborne) 4.1 Radar 4.2 Gyro and magnetic compasses 4.3 Other Navigational aids	Level 1	P
5. Shipboard Knowledge 5.1 Ship terminology - Technical 5.2 Ship terminology - Nautical phrases 5.3 Types of vessels 5.4 Types of cargo 5.5 Ship stability 5.6 Propulsion systems 5.7 External forces 5.8 Vessel bridge procedures	Level 1	P
6. Port Operations 6.1 Pilotage operations and other allied services 6.2 Harbour operations, including contingency plans 6.3 Security 6.4 Tugs and towing 6.5 Ships agents	Level 2	T

**Module 5 - Communication Co-ordination**

Subject Area	Recommended Competence level	Recommended Prior Learning category for Candidate VTS Operator and re-validation after a break of 5 years or more
1. General communication skills 1.1 Inter personal communication 1.2 Procedures to enhance effective communication 1.3 Verbal and non-verbal communications 1.4 Cultural aspects and common understanding of messages communicated	Level 3	P
2. Communications 2.1 Collection 2.2 Evaluation 2.3 Dissemination	Level 3	X
3. Log and Record Keeping 3.1 Objective 3.2 Manual log keeping 3.3 Electronic log keeping 3.4 Statement and report writing	Level 3	X

**Module 6 - VHF Radio**

Subject Area	Recommended Competence level	Recommended Prior Learning category for Candidate VTS Operator and re-validation after a break of 5 years or more	
		HELD	NOT HELD
		If GMDSS Radio Operators Certificate (GOC or ROC) is:	
		HELD	NOT HELD
1. Radio Operator practices and procedures 1.1 Radio operator's restricted GMDSS Certificate	Level 4	P	X
2. VHF Radio systems and their use in VTS 2.1 Frequencies in the VHF Maritime Mobile band (ITU RR Appendix S18) 2.2 National frequency assignments to VTS	Level 3	P	X
3. Operation of radio equipment 3.1 Introduction to basic VTS VHF radiotelephone, DSC and AIS equipment 3.2 Controls and operation of VHF radiotelephone equipment 3.3 Controls and operation of VHF DSC equipment 3.4 Controls and operation of VHF AIS equipment	Level 4	P P P X	X X X X
4. Communication procedures, including SAR 4.1 VHF Radiotelephone procedures 4.2 VHF DSC communication procedures 4.3 VHF AIS communication procedures 4.4 Equipment failure and channel saturation	Level 3	P P X P	X X X X

**Module 7 - Personal Attributes**

Subject Area	Recommended Competence level	Recommended Prior Learning level for Candidate VTS Operator and re-validation after a break of 5 years or more
<p>1. Personal interaction and human relation skills</p> <p>1.1 Public relations</p> <p>1.2 Establishing and sustaining a good working relationship with VTS stakeholders</p> <p>1.3 Negotiations with VTS stakeholders</p> <p>1.4 Successful conflict resolution</p> <p>1.5 Team working skills</p>	<p>Level 2</p>	<p>X</p> <p>X</p> <p>X</p> <p>T</p> <p>P</p>
<p>2. Responsibility</p> <p>2.1 Safety awareness</p> <p>2.2 Health awareness</p> <p>2.3 Punctuality</p> <p>2.4 Attentiveness</p> <p>2.5 Importance of maintaining the trust of all VTS stakeholders</p>	<p>Level 4</p>	<p>P</p> <p>P</p> <p>P</p> <p>P</p> <p>X</p>

### Module 8 - Emergency Situations

Subject Area	Recommended Competence level	Recommended Prior Learning level for Candidate VTS Operator and re-validation after a break of 5 years or more
1. National and International regulations 1.1 Scope of responsibility and authority to act 1.2 Local regulations, Bye Laws	Level 2	T
2. Response to contingency plans 2.1 Introduction, preparation and implementation of contingency planning 2.2 Preparation and use of checklists	Level 2	T
3. Prioritise and respond to situations 3.1 Ascertain nature of incident 3.2 Commence alerting procedures 3.3 Navigational warnings	Level 2	T
4. Co-ordination with, and support to, allied services: 4.1 Maintaining communications 4.2 Updating of situation reports	Level 2	T
5. Record activities concerning emergencies 5.1 Objective of recording activities during emergency situations 5.2 Introduction to methods of recording activities during emergency situations 5.3 Information which should be recorded 5.4 Security of recorded information	Level 2	T
6. Maintain a safe waterway throughout emergency situations 6.1 Maintaining traffic management and monitoring procedures	Level 2	X
7. Internal/external Emergencies 7.1 Procedures for individual emergencies 7.2 Maintenance of VTS operations	Level 2	X

