



# ACCREDITED TRAINING ORGANISATION SEMINAR

IALA World-Wide Academy



# Prequalification, Examinations and Assessment



## Participants – pre qualification MC L1.1

- Participants should demonstrate their ability in English.
- If the course is to be delivered in English, it is expected that participants should have attained the International English Language Testing System (IELTS Band 5 or equivalent) prior to commencing the course.



### IELTS Band 5 – Modest User

- *“You have a partial command of the language, and cope with overall meaning in most situations, although you are likely to make many mistakes. You should be able to handle basic communication in your own field”.*



## Participants – pre qualification MC L1.1

Should be pre-qualified by demonstrating competence in English and one or more of the following:

- A degree in engineering or related sciences,
- A degree from an accredited maritime college,
- A seagoing Deck STCW qualification or equivalent military naval qualification,
- A diploma in an engineering or related science and at least 3 years' fieldwork experience,
- Be in possession of IALA AtoN Level 2 Certificates and at least 3 years' fieldwork experience,
- At least 2 years' work experience with a recognised AtoN service provider in a junior management capacity.



## Model Course L1.1 Syllabus structure

Each Module covers a General Subject.

Modules are divided into Elements covering a number of specific Sub-elements.

The **level of understanding** (knowledge and skill) required of the participants is specified as:

- **Basic;**
- **Satisfactory;**
- **Good;**
- **Detailed.**

Level	Learning Outcome	Instructional Objectives	Required skills
1	The conduct of routine tasks with some supervision	A <b>basic</b> understanding of facts and principles	First stage in acquiring competency of a complex skill. Appropriate responses are identified through trial and error
2	The conduct of routine tasks unsupervised and some more complex tasks under guidance	A <b>satisfactory</b> understanding of theoretical concepts and principles so that they can be applied in practice	Correctly acquired responses have become habitual. Actions can be performed confidently and efficiently
3	The skilful conduct of many complex and non-routine tasks	A <b>good</b> understanding of the subject matter and its interaction with others leading to an analytical distinction between facts and inferences	Complex actions are inherently co-ordinated and performed smoothly, accurately and skilfully
4	The professional conduct of unsupervised technical and managerial tasks	A <b>detailed</b> understanding of facts, theories and practical applications which enables problem solving and prioritisation	Acquired skills are developed to the extent that rapid reaction and adaptation to unforeseen situations is second nature



# Extract from Model Course L1.1 Syllabus



## 1.4 DETAILED TEACHING SYLLABUS FOR MODULE 1B - BASIC NAUTICAL KNOWLEDGE

Table 5 Detailed Teaching Syllabus Module 1B

Module	Element	Sub-element	Subject	Level of Competence	Recommended training aids; exercises and external visits	References	Lecture No.
1B			NAUTICAL KNOWLEDGE (GENERAL)				
	1b.1		Principles of Navigation				
		1b.1.1	Introduction to methods of navigation; Lines of Position	1	Nautical quiz to test existing knowledge	IMO Resolution A.923(23)	3
		1b.1.2	Accuracy standards				
		1b.1.3	Phases of navigation: offshore; coastal; restricted waters; harbour				
		1b.1.4	Measurement errors	2			
		1b.1.5	Position fixing system accuracies				
	1b.2		Hydrography; Nautical Charts and maps				
		1b.2.1	Geographical positions, the nautical chart and projections	1	Small, medium and large-scale charts published by National Hydrographic Office.	National manuals of navigation such as the UK Manual of Navigation Volume 1	4
		1b.2.2	Chart scales and accuracy				
		1b.2.3	Source data diagram and Zones of Confidence				
		1b.2.4	Basic geodesy and horizontal datums		"tour of a chart"		
		1b.2.5	Plotting position at sea including by range and bearing	2	Plotting exercises: Distances on charts Geographical positions Position from range and bearing		
		1b.2.6	Chart datum; tidal levels and vertical control datum	1	Appropriate charts. Vertical datum diagram drawing exercise	INT 1 – Chart symbols and Abbreviations	5
		1b.2.7	Chart symbols and abbreviations				
		1b.2.8	Navigation depths and dangers				
		1b.2.9	Magnetic and True North	2	Symbol identification exercise		
		1b.2.10	Grid positions and maps	1			



## Methodology – Examination Questions – supplied by IALA

Lecture	Title	Level	Slides	KLPs	%	Qu's	Nos
1	IALA	2	21	7	8%	5	1-5
9	MBS	4	12	5	6%	4	35-38

Question	Easy	Medium	Hard
1	*		
2		*	
3	*		
4		*	
5			*
35		*	
36			*
37			*
38		*	

Total questions	60	%
Total easy	14	23%
Total medium	33	55%
Total hard	13	22%



## Examinations and Assessment – future development

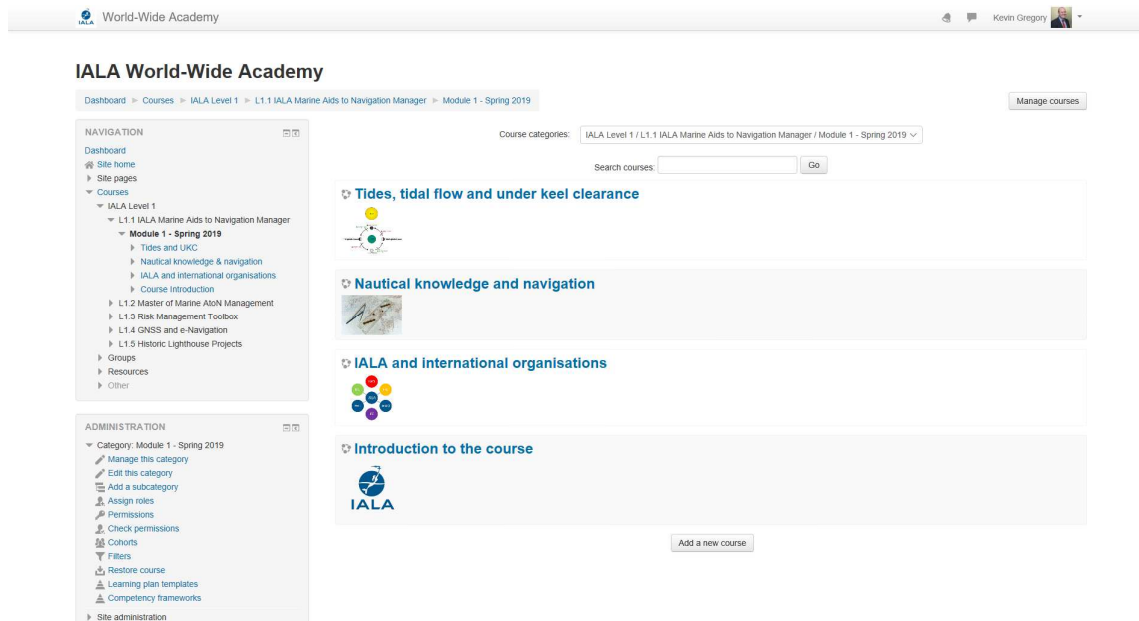
- Written examinations will remain.
- The scope of the questions will be widened to focus on enabling candidates to demonstrate their knowledge and skill in a subject area.
- Additional activities may be included within the course that may contribute to a candidates overall result.
- Module Three will be re-mastered to make the whole of the module based around a practical Aids to Navigation management task.







# IALA Learning Management System



IALA uses an online Learning Management System.

This resource will be available to ATO's who hold an MoU with an IALA.

- Course material distribution,
- Quizzes & Examinations,
- Guidance documents,
- Portal for Train-the-Trainer course and resources.



# Training and Education of Course Supervisors and Instructors



## Course Supervisor/Instructors

IALA Recommendation R0141 and R0103 states that Competent Authorities should ensure that Accredited Training Organisations are accountable to the Competent Authority for ensuring that:

- Instructors and assessors are appropriately qualified and experienced and have an appropriate balance of professional and teaching competencies.
- Processes for instructor and assessor qualification are included within Quality/Training Management System procedures.
- Instructors have excellent interpersonal and communication skills and should have a comprehensive understanding of diversity and cultural differences

It is not the intention of the model courses to restrict Instructors in the way they deliver their lectures



## IALA Train-the-Trainer programme

A programme for Accredited Training Organisations to develop professional Instructors based upon:

Understanding of the roles of an Instructor related to:

- The IALA framework for education and training,
- Equality,
- Diversity,
- Meeting the needs of course participants.

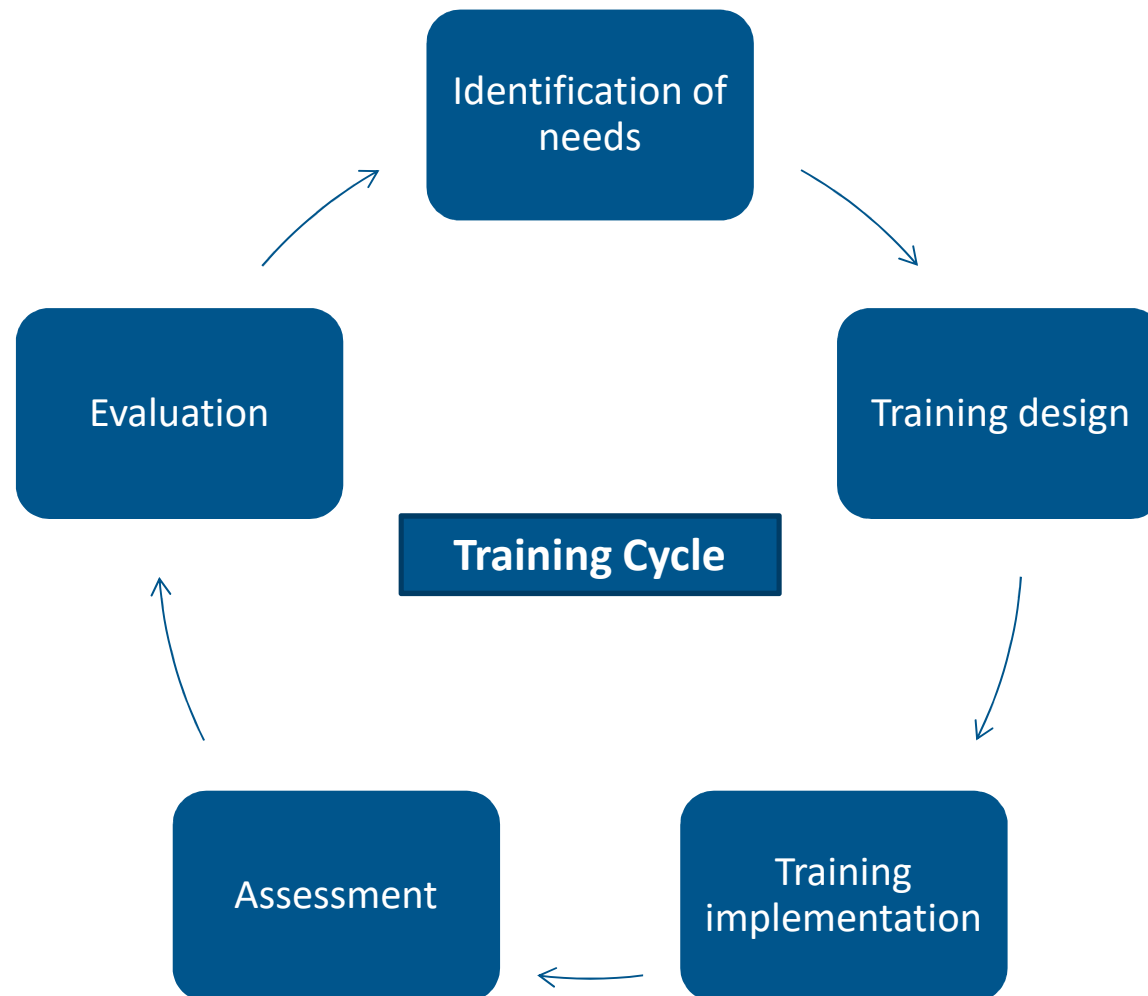
Equipping an Instructor with the knowledge and skill to:

- Plan and sequence learning to meet the participants needs,
- Plan and deliver lessons using a range of teaching techniques and resources,
- Prepare and conduct effective assessment of participants,
- Obtain effective feedback for continual improvement and development.





# IALA Train-the-Trainer programme





## Phase 1 – Identification of suitable Instructors

**Personal attributes**

Subject knowledge



## Phase 2 – Residential Train-the-Trainer Course

Theories and principles of education and training

Needs Assessment – Planning – Delivery – Assessment – Evaluation



## Phase 3 – Distance Learning Phase

Focussed online activities supported by self assessment and peer-review



## Phase 4 – Review and Reflection

**Successful completion results in recognition as an IALA L1.1 AtoN Instructor**



# Accreditation and Approval Process Update



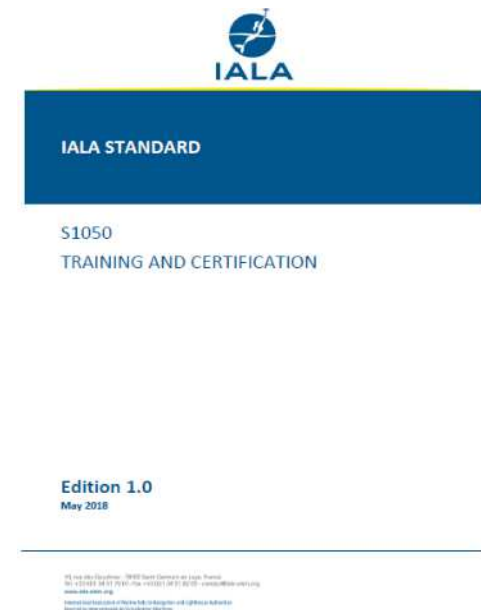
## IALA Standard S1050 – Training and Certification

The Standard references normative provisions, detailed in the listed IALA Recommendations, covering:

- Training and Assessment,
- Accreditation, competency, certification and revalidation.

The following Recommendations are **normative** and **shall be observed** if compliance with this Standard is claimed:

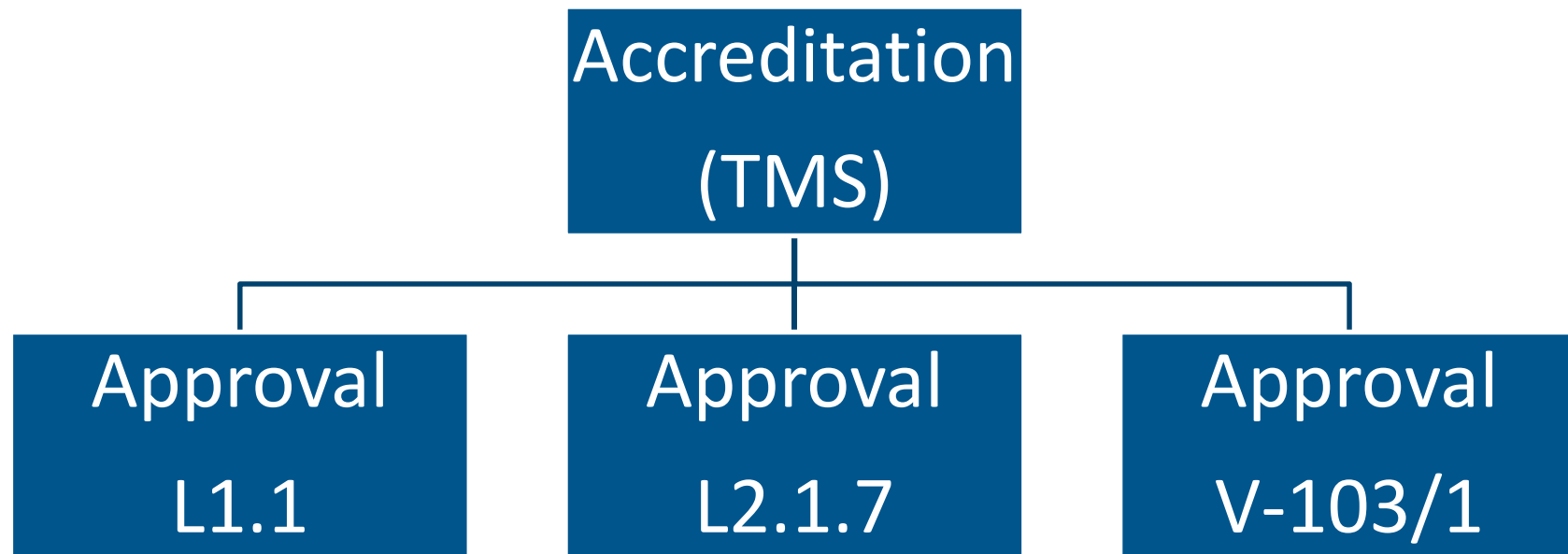
- **R0141** – Training and Certification of AtoN Personnel,
- **R0103** – Training and Certification of VTS Personnel,
- **O-149** – Accreditation of Training Organisations.







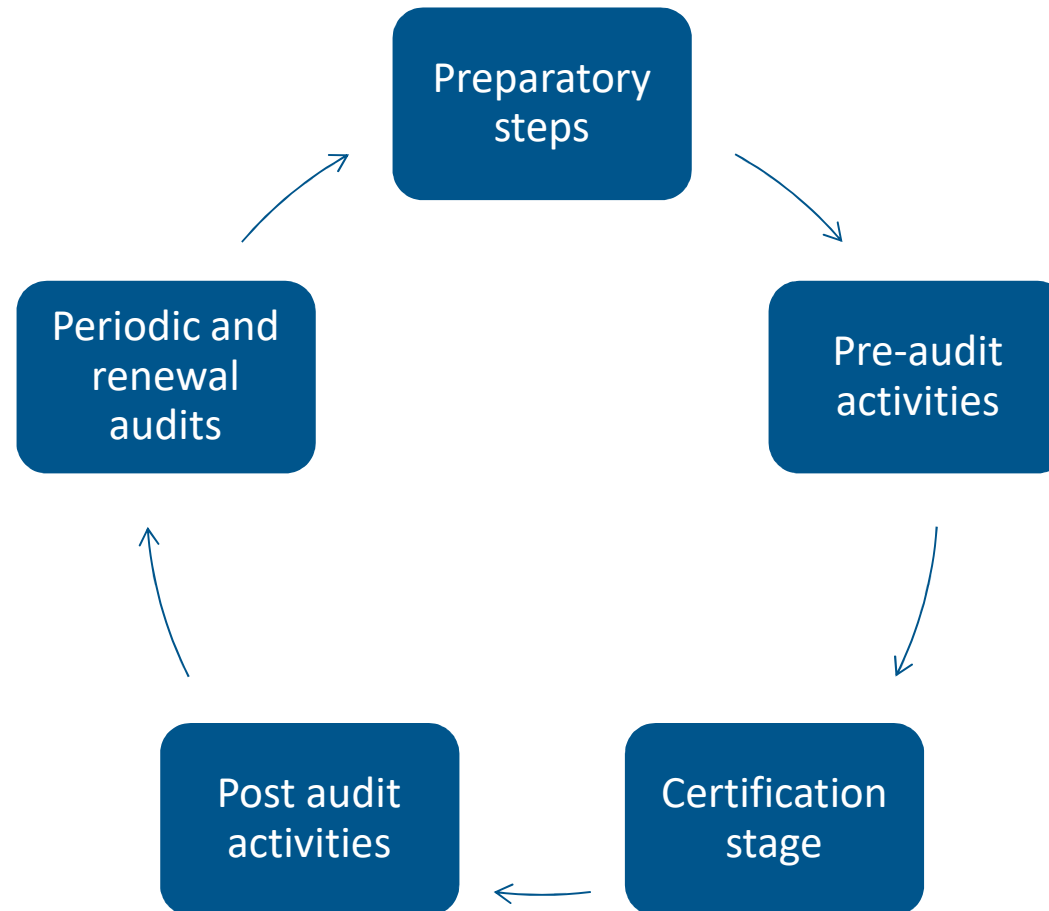
## Accreditation and Approval definitions



- An **Accreditation as a Training Organisation** is focused on the implementation of Training and Quality Management Systems.
- Within the scope of the **Accreditation**, the delivery of individual Model Courses may be **Approved**.



# IALA Accreditation and Approval Cycle



The recommended validity period for a Training Organisation Accreditation and Course Approval(s) is **five years**.

Periodic audits should be conducted after **two years**.



## Accreditation and Approval Periodic Audit and Renewal

IALA Guideline G1100 states that it is recommended that the period of validity for an Accreditation and Approval(s) **should not exceed five years.**

- Periodic audits – normally **after two years.**
- Renewal audits – normally at **five yearly intervals.**

Implementation of Training Management System requirements.

- Effective record keeping,
- Update of course materials.

Upon renewal of the Accreditation and Approval the listing on the IALA website will be maintained.



# Outline Programme – preparatory steps

Obtain the requirements of the Competent Authority.

Review IALA guidance:

- Recommendation R0141, R0103 and O-149,
- Guideline G1100 and 1014,
- The relevant Model Courses.

Review your Training Management System:

- Use the framework within Guideline 1100 and 1014.

Review course documentation and materials.

Conduct self-audit.

**ANNEX A PRE-AUDIT QUESTIONNAIRE**

**A.1. GENERAL INFORMATION**

Training programme to be audited	
Name of training organisation (TO)	
Address (TO)	
Contact person in TO	
Telephone number of TO	
E-mail of TO	
To be filled by the Competent Authority	
Auditing organisation	
Training centre to be audited	
Contact telephone of auditing org.	

**Table 1 General information on audit questionnaire**

**A.2. TRAINING MANAGEMENT SYSTEM (TMS)**

Question	Yes/No	Comments
Declaration of general aims and objectives of the training institute in relation to the training of pilots/crew	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Statement of the quality policy for the participant training, as approved	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures to implement requirements of R0141 and applicable model courses	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Requirement of the competent authority to comply with the objectives and to fulfill the training needs of the participant	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Confirmation that the audit policy is available to and understood by, as well as implemented and maintained, at all levels of the organisation	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Table 2 Training management system (TMS) pre-audit questionnaire**

and training details. The questionnaire and approval form for the Competent Authority Training  
Version 1.0 (December 2017)

**A.3. DOCUMENT AND DATA CONTROL**

Question	Yes/No	Comments
Document and data control	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does a documented procedure exist for the control of all documents and data that relate to the requirements of R0141, R0103 and the TMS?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the TMS document control and data control system approved and accepted for all documents by the competent authority?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1. Have documents with the revision status and provided with the necessary identification and control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Are requirements of TMS documents for handling identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Have the documents available at all points where work is carried out in TMS?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are documents in TMS controlled and maintained for participants as required?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Are all other documents and records for all points of use?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Are all other documents and records identified and controlled to prevent uncontrolled changes of change and revision?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Are all documents and records controlled?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Are all documents and records controlled?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Table 3 Document and data control questionnaire**

**A.4. RESOURCES**

Question	Yes/No	Comments
Resource identification	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Identify training facilities and material (e.g. training support, conduct and verify training material)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there adequate facilities, equipment and materials available to the support of the TMS?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Training of personnel in personnel	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do documented procedures exist for identifying the training needs of personnel (personnel management, training, identification and support)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are all personnel directly involved in providing training and identifying training requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Table 4 Resource questionnaire**

and training details. The questionnaire and approval form for the Competent Authority Training  
Version 1.0 (December 2017)



## Outline Programme – pre-audit activities

Submission of a pre-audit questionnaire (within Guideline G1100 and 1014) and supporting documentation to the Competent Authority:

- Training Management System,
- Course documentation and materials,
- Other documentation (such as instructor CV's, facility information etc.).

The Competent Authority conducts an evaluation against the requirements of:

- IALA Recommendation R0141 and/or R0103
- IALA Guidelines G1100 and/or 1014,
- The relevant IALA Model Courses.

If satisfactory, dates for an audit visit may be set. If not satisfactory, corrective action and resubmission will be required.

**Assistance from IALA may be provided if required.**



## Outline Programme – certification stage

The Competent Authority will conduct an audit in accordance with IALA Guideline G1100 and/or 1014.

If satisfactory, a Certificate of Accreditation will be endorsed or a new document issued.

The Competent Authority will audit and review the Model Courses to be delivered:

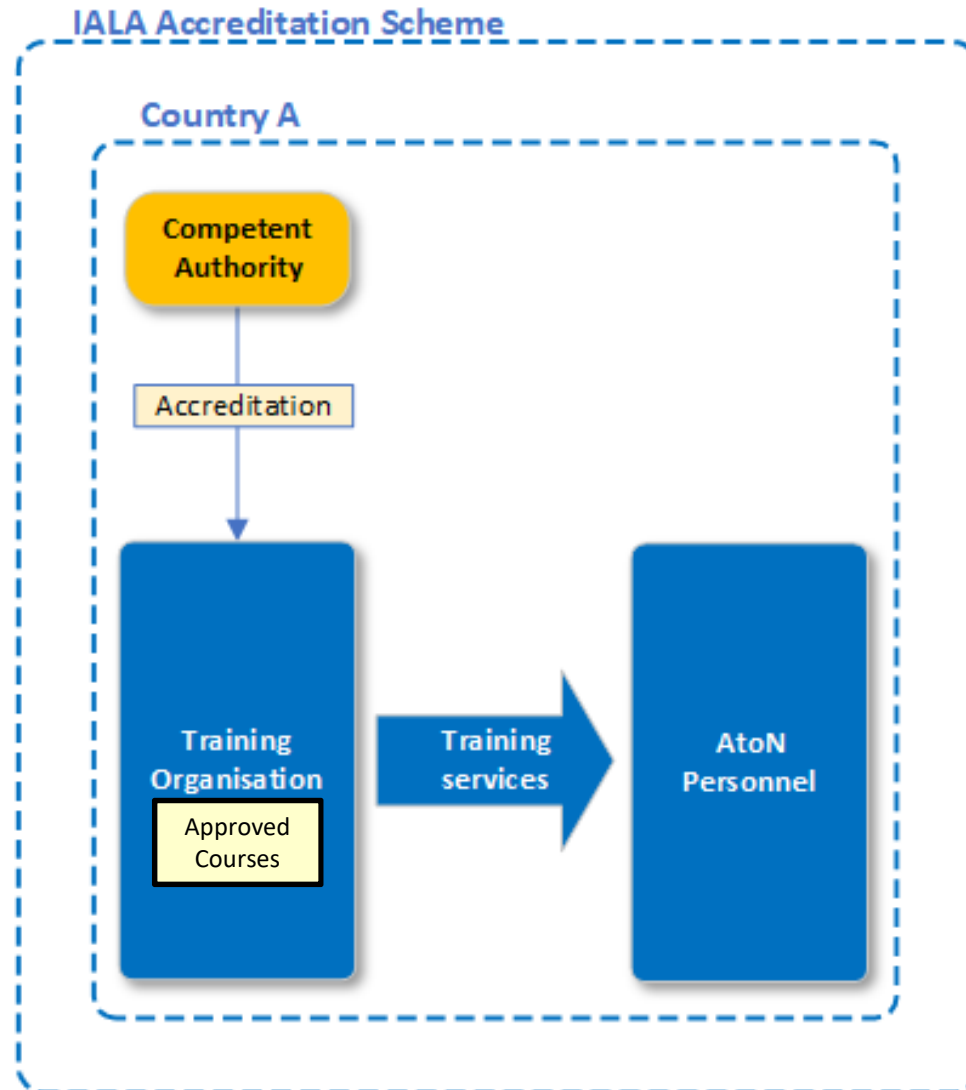
- Approve the course team composition,
- Review course documentation and materials,
- Observe the course delivery.

If course delivery acceptable, certificate(s) of Approval will be endorsed or new documents issued by the Competent Authority.

**Assistance from IALA may be provided if required.**



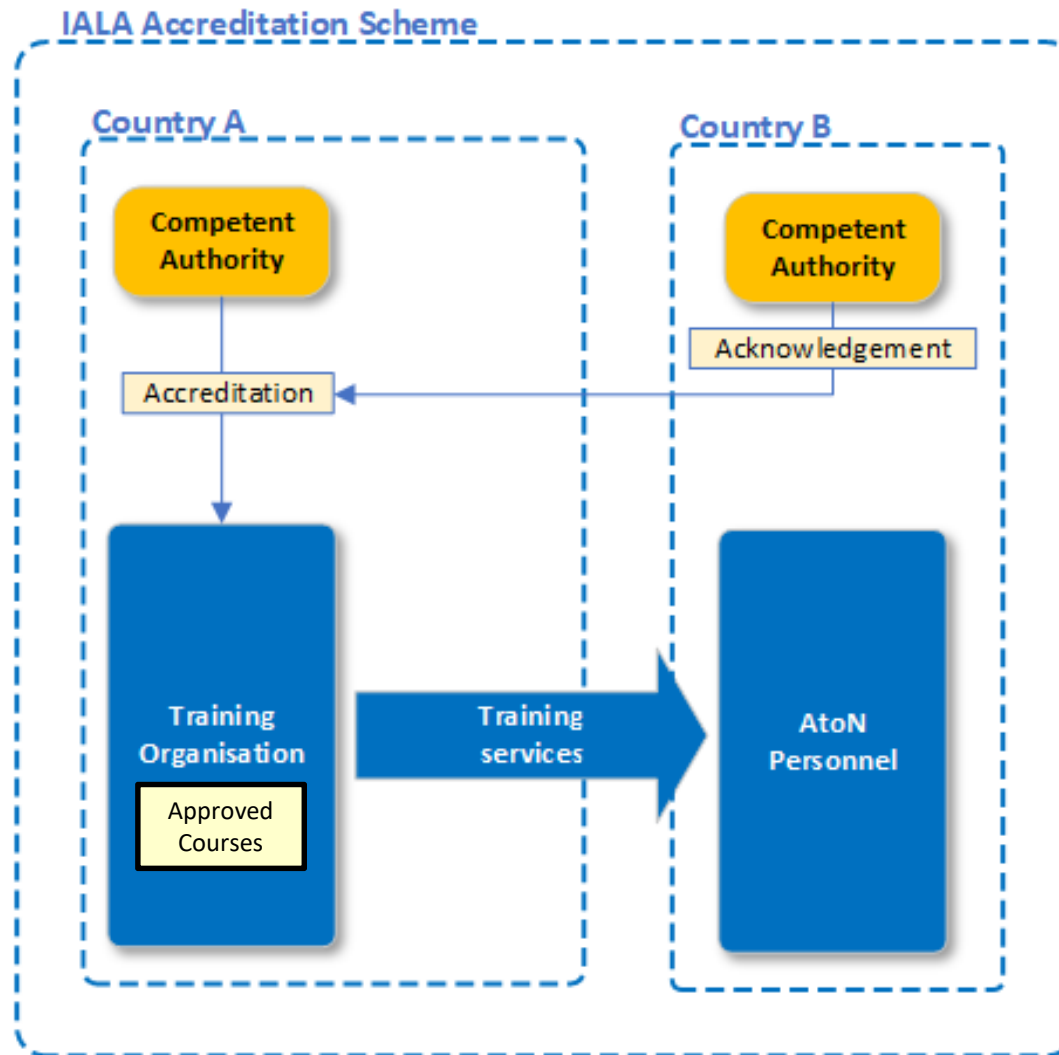
# Summary



If the Accreditation and Approval process has been conducted in accordance with IALA Guideline 1100 and 1014 and the Competent Authority is a National Member of IALA, the IALA logo may be used on training documentation.



# Summary



If IALA has an MoU with the Competent Authority it is expected that the certification will be recognised by other IALA National Members.

If not, a Competent Authority may recognise the Accreditation and Approval process of the issuing country.





QUESTIONS?