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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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|  |  |  |

1. Introduction 5

1.1. Purpose 5

1.2. Objectives 5

1.1 Terms and Definitions 5

1.3.1 Remote Training 6

1.3.2 Synchronous Training 6

1.3.3 Asynchronous Training 6

1.3.4 Virtual Instructor Led Training (VILT) 6

1.3.5 Blended training 6

1.3.6 Hybrid Training 6

2. Benefits and Challenges 6

3. Approaches to Remote training 8

3.1. Training Tools 8

3.2. Adapting Existing Training for Remote Training 8

4. Instructor Skill Sets for Remote Training 9

4.1. instructional skill sets for traditional and remote learning include: 10

5. Preparing for remote training 11

5.1. Network Perspectives 11

5.2. Security Perspectives 12

5.3. Health and Safety Perspectives 12

5.4. Safe and Effective Learning Environment 12

6. Conducting Training 13

6.1. Theoretical Knowledge Training 14

6.2. Course Design 14

6.2.1. Remote Synchronous Training Course Design 15

6.2.2. Asynchronous Training Course Design 15

6.2.3. Recorded Content/Courses 15

6.3. Selection of Teaching Tools 15

7. Training Evaluation 16

8. ABBREVIATIONS 16

9. REFERENCES 16

10. DEFINITIONS 18

11. abbreviations 18

12. references 18

13. Further reading 19

14. Index 20

List of Tables

Table 1 Benefits and challenges of remote training 7

Table 2 Physical training requirements with remote/online training option 8

Table 3 Synchronous and Asynchronous delivery 13

List of Figures

Figure 1 Example of wrapping in line with text 18

# 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

Blended training combines traditional face-to-face instruction with online learning. This approach uses the strengths of both methods to create a more flexible and effective learning experience

### Hybrid Training

Hybrid training is a sub-set of blended training, where participants may be both in a traditional face-to-face classroom situation and some students or instructors online. This can also include online tools to support the learning, such as cloud-based simulation used by students who are physically within the same training environment.

# Benefits and Challenges

There are a number of benefits, and challenges, to using remote training techniques for VTS. From an instructional system design concept, there are different skill sets that will be required by instructors (see Section 4). Different types of training have different requirements and different procedures.

[Table 1] presents an overview of some of the benefits and challenges for remote training in VTS.

1. Benefits and challenges of remote training

| 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 enabling learning in digital intelligence, increased comfort level with technology. | Technical issues and connection problems may disrupt the learning experience. |
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# Approaches to Remote training

## Training Tools

The tools available for training in both blended and hybrid environments continue to evolve. Training tools that are used should support the objectives as identified in the IALA model courses. The tools used may include those that address the following points:

* multi-point audio/video conference,
* multi-point online communication,
* online screen sharing,
* online streaming media, including sharing of video and sound,
* online assessment,
* recording,
* file downloading/uploading,
* email,
* instant messaging,
* file sharing.
* Simulation training (cloud based)

*IALA Guideline 1027 – Simulation in VTS Training* provides further guidance on the use of simulation to support VTS training, including the use of cloud based or virtual simulation allowing online and remote training.

## 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) | Including 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

Developing and delivering effective remote training, using blended and hybrid approaches, requires specific skill sets.

Using ADDIE (analyse, design develop, implement, evaluate), the standard approach to instructions system design (ISD), a summary of the skill sets for remote training can be identified as provided in Table Z.

Table Z…

| Element | Traditional approach | Remote training approach | Comments |
| --- | --- | --- | --- |
| Analyse | Face to face workshops with VTS providers  Workshop to identify requirements  Gap analysis based on information provided | Online session with VTS providers  Online workshop to identify requirements  Gap analysis based on information provided | All aspects can be completed in a similar manner, using tools available.  Gap analysis referring to documents provided, prior learning assessment, etc. has little or no change in approach.  Skill set on how to run online meetings and workshops. |
| Design | Design training program, with SMART objectives, to address the results of the analysis | Design training program, with SMART objectives, to address the results of the analysis | No change in approach |
| Develop | Training activities to address the objectives, focus on in-classroom activities; simulation; group work and presentations. | Training activities to address the objectives, focus on virtual class activities (synchronous); self- learning/group activities (asynchronous); online breakout group activities; presentations. | Similar approach, instructors need to be aware of the tools available, with a skill set to develop effective learning interventions using online tools – both synchronous and asynchronous. |
| Implement | Instructor in the classroom, managing the students as the lesson developed is implemented.  Traditional skills to use tools in the classroom, classroom management techniques. | Instructor online, or one instructor in class with others online (hybrid).  Evolve traditional instructions skills to make best use of tools to ensure interaction, confirm learning and manage the class in an online environment. | Similar skills to implement a learning program.  Specific skills to use online tools, manage multiple screens, share screens and sound, effectively use different digital tools to create an effective and interactive learning environment. |
| Evaluate | Summative and formative evaluations carried out.  Summative evaluations with instructor invigilating on site, confirming student work.  Assignments provided and marked.  Formative evaluation based on ongoing assessment of performance. | Summative and formative evaluations carried out.  Summative evaluations with instructor invigilating remotely, with means to ensure student identity and resources available.  Assignments provided and marked.  Formative evaluation based on ongoing assessment of performance. | Similar skill sets to evaluate  Specific skills to use online validation tools for summative assessments; online learning management systems for assignment submission / marking; means to verify participation and ongoing (formative) evaluation. |

## instructional skill sets for traditional and remote learning include:

Whether teaching in a traditional face-to-face environment or in a remote learning environment, there are core skill sets for all instructors:

* knowing the tools being used to training
* ability 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)

For online or remote training, all the traditional skill sets remain, with some specific skills to support online/remote learning. These include:

* consciously integrating interactions into online activities through the use of breakout sessions
* identifying options to encourage interaction by using different tools (i.e. messaging apps, white boards, group activities and presentations)
* ability to use multiple screens when teaching, sharing content both visual and auditory
* identifying additional, sometimes innovative, approaches to achieving the objectives for training
* strong online ‘presence’ using voice and visual presence to convey enthusiasm and energy
* strong understanding of the online tools being used, with the ability to trouble shoot technical problems remotely
* patience with technology, conveying a sense of support even when technology may not work as expected

# 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. From a network perspective, the following should be considered:

* Identifying minimum bandwidth – usually between 5 and 10 Mbps, depending on the tools being used
* Advising of technical requirements well in advance of the training session
* Providing a pre-course session to better prepare students for the training, including confirming access to the tools
* Understanding that:
* Not all students will have suitable network connectivity to support training
* Digital intelligence for VTS personnel is continuing to develop, and some students may feel overwhelmed by the network and digital security requirements for online learning.
* Cyber security / firewalls within port organisations may limit the ability for students to access online tools, such as remote desktops for cloud-based simulations

## Security Perspectives

IALA G1182 – Cyber Security Specifics from an IALA Perspective, provides details on principles and best practices from a cyber security perspective.

* 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

Address concept of ‘screen fatigue’

Training timing – sessions online, breaks, self-learning sessions

[science – Huberman lab video icadian rhythms ]

## 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 approaches to teaching and use of various methods should be considered for synchronous and asynchronous training delivery. As technology develops, the opportunity to implement innovative and effective solutions will continue to evolve.

Relevant factors that may be considered for the selection of teaching method include:

* Network Conditions of both Instructors and Trainees, including opportunities to address variability in bandwidth during the training session.
* If both parties have sound network conditions, live-streaming would be selected.
* If limitations in bandwidth arise, options for sharing of weblinks in lieu of live streamlining content could be considered.
* If a trainee has poor internet, 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. In online environment, high interactivity, such as case study analysis, and pre-prepared activities to address specific learning objectives should be considered.
* Skillsets of online Trainers. (see section 4)
* Time Zones and Schedules for Trainers and Trainees. Option to align the trainers and trainees in the same, or similar, time zones synchronous training is appropriate. In some cases, if time zone is significantly different, a ‘shift work’ approach to training or pre-recorded training (asynchronous) may be an alternative.
* If requested conditions such as network resources, course content, and teaching style are available, synchronous online (remote) training is preferred to ensure interactivity supporting better learning outcomes.
* To address issue that may arise during the process of teaching in any method, adjustments may be required.
* Use of AI in VTS training

The following are some issues to be considered 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 attention span

## Course Design

[text]

### Remote 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 course, 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.

# 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.

# 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)