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Proposal on Revising the IALA G1103 "Train the Trainer"

# Summary

Considering that the "Revision of G1103 'Train the Trainer' Guideline" (hereinafter referred to as G1103) has been included in the IALA VTS Committee Work Programme 2023-2027, and that relevant proposals for undertaking this task were submitted by the IALA Working Group at the VTS Committee's 57th Session (VTS57), this document aims to discuss the next steps for modifying the G1103 Guideline, including the approach and methodology, and to provide specific revision suggestions.

## **Purpose of the document**

The purpose of this proposal is to provide reference and suggestions to the IALA VTS Committee regarding Task 3.8.1 - Revision of G1103.

## **Related documents**

VTS57-6.1.1 Annex Work Programme 2025-2027

VTS57-13.1 Report of VTS57

VTS57-WP-Review of G1103 Ed1.1 Train the Trainer

G1156 Recruitment, Training and Certification of VTS Personnel Edition 1.2

G1103 Train the Trainer Edition 1.1

G1027 Simulation in VTS Training Edition 2.0

G1017 Assessment for Recognition of Prior Learning in VTS Training Edition 2.0

G1014 Accreditation of VTS Training Organizations and Approval to Deliver IALA VTS Model Courses Edition 4.0

R0103 Training and Certification of VTS Personnel

C0103-4 VTS On-the-Job Training Instructor

# Background

At the IALA VTS 57th Session, the VTS Working Group, regarding Task 3.8.1 – the revision of G1103 "Train the Trainer", proposed to consider withdrawing G1103 or creating guidance on the use of IALA VTS Model Courses. The withdrawal plan is expected to be completed after VTS59 (2026).

China agrees with the IALA Working Group's proposed next steps for this task and, based on this, provides suggestions for the revision of G1103 for reference.

# Discussion

## **Overall approach for revising the G1103**

It is recommended that G1103 be withdrawn. After withdrawal, its original content should be revised and reissued in the form of a Model Course.

### Reasons for withdrawing G1103

* Content redundancy and duplication: A review of existing documents reveals that the core content of G1103 (including teaching methods, course design, assessment framework, resource management, and simulator training principles, etc.) exhibits a high degree of relevance and significant overlap with documents such as IMO Model Courses 6.09, 6.10, and IALA Guidelines G1156, G1027, G1014, etc.
* Insufficient Operationality and Practicality: IMO Model Courses and IALA's C0103 series of courses already include standardized implementation paths (e.g., course plan templates, assessment checklists). G1103 lacks specific course templates, competency assessment tools, and other practical resources. Furthermore, existing documents (e.g., G1014) have introduced many new requirements for training, such as explicitly mandating training institutions to adopt modern methods like blended learning, which are not reflected in G1103. Consequently, part of its content lags behind practical needs.
* Need for System Consistency: R0103 explicitly requires the establishment of a unified Training Management System (TMS). The IALA training system has formed a complete logical chain through documents like G1156, G1027 (e.g., R0103 → G1156 → C0103 series). A review of the specific content of G1103 reveals that its purpose and content, as a Guideline, present logical inconsistencies within this framework.

### Rationale for replacing G1103 with a Model Course

The purpose of formulating G1103 aligns with other IALA training-related guidelines such as G1156, G1014, G1017, G1027, and the IALA C0103 Model Courses, with all aiming to provide guidance for VTS training work. However, significant differences exist in their target audience, document structure, and specific content:

* IALA Training Series Guidelines: They apply to competent VTS authorities or VTS training organizations. These guidelines aim to provide guidance schemes for processes related to VTS training (G1156) or the implementation of specific steps within those processes (G1014, G1017, G1027). More emphasis is laid on personnel qualifications, training implementation processes, and requirements for various training stages.
* IALA C0103 Series Model Courses: They apply to VTS training organizations and their instructional staff (TTIs training VTS personnel). The main content focuses on specific guidance for conducting training under different scenarios (watch supervisor training, watch operator training, on-the-Job training, on-the-Job training instructor training), emphasizing the planning, design, implementation of training courses, and the provision of standard courses. Among these, C0103-4 "VTS On-the-Job Training Instructor" focuses on instructor competency development and standard course guidance, providing specific instructions for instructors conducting on-the-Job training for the VTS personnel, including both general requirements for training and instructors, as well as the standard course.
* G1103: It applies to VTS training organizations and their accredited trainers (trainers training future TTIs). It primarily focuses on providing competency development and modular course guidance for trainers who train future TTIs, encompassing both qualification and competency requirements for trainers and standard course modules.

From the above, it is evident that G1103, in terms of content, provides specific implementation details for the trainer training aspect covered in the aforementioned training guidelines. Compared to other IALA Guidelines, it focuses narrowly on the limited aspect of trainer training within the broader training framework. Its content lacks broad applicability and is therefore unsuitable for direct integration into other existing training-related guidelines.

IALA provides a series of Model Courses for VTS training. Comparing G1103 with the C0103-4 "VTS On-the-Job Training Instructor" Model Course, apart from differences in scope of application and course modules, the two documents share many commonalities in requirements for instructor competency development, instructor training theory, and methods. Furthermore, some contents concerning educational theory in both documents are currently similar or complementary, providing a logical and content basis for integration. For the specific integration method, two options for the revision are provided as follows for the Working Group's reference:

* Integrating G1103 with C0103-4 "VTS On-the-Job Training Instructor" to develop a new Model Course C0103-4 "VTS Training Instructor". This involves withdrawing the original "VTS On-the-Job Training Instructor" Model Course and providing a new Model Course targeting all VTS trainers (including the OJT instructors referred to in the original course and all TTIs delivering VTS training). The application scope of the new Model Course is expanded, no longer limited solely to OJT (On-the-Job Training) instructors.
* Transforming the content of G1103 into a new Model Course C0103-6 "VTS Training Instructor". This means adding a new Model Course targeting all trainers based on the existing C0103-4 "VTS On-the-Job Training Instructor" Model Course.

## **Recommendations for integrating G1103 with C0103-4 "VTS On-the-Job Training Instructor"**

### Specific revision recommendations for integrating G1103 with C0103-4

The main text of G1103 currently consists of five parts i.e., Foreword, Part A Overview, Part B Implementation of the Guideline, Part C Instructor Guidelines, Part D Course Modules, and five Annexes (Lesson Plan Development, Teaching Methods, Glossary, Reporting Procedures, Feedback Principles). Parts B, C, and D constitute the core of this guideline and are the primary content to be considered during revision. Specific revision recommendations are as follows:

* Foreword of G1103 can be deleted. The new integrated C0103-4 document already contains relevant background information, which can be appropriately modified.
* Part A Overview of G1103 is suggested to be integrated into Section 2 (Course Purpose) and Section 3 (Course Objectives) of Part A (Course Overview) in C0103-4. During this process, the scope of application and objectives of the new Model Course should be clearly defined.
* Part B Implementation of the Guideline of G1103 primarily contains requirements for training assessment of applicants for TTI qualification, syllabus review and adjustment (including competency gap analysis), lesson plan development, and course plan review. It is recommended to integrate this content into relevant sections of the C0103-4 Model Course Part A, specifically Section 10 (Delivery of Model Courses), Section 4 (Course Syllabus), etc. Careful re-integration and improvement based on specific corresponding content are necessary.
* Part C Instructor Guidelines of G1103 primarily covers the four aspects of emphasizing adult learning methods, modular presentation, assessment, and implementation. The above contents can be integrated into three sections of C0103-4 Part A i.e., Section 8 (Training Staff Requirements), Section 10 (Delivery of Standard Courses), and Section 11 (Assessment). Appropriate updates and refinements should be made based on the specific content.
* Part D Course Modules of G1103 is suggested to be integrated into Part B of C0103-4 to form new course modules for C0103-4. It is important to retain all original course modules from C0103-4. The original G1103 course modules should be appropriately added, merged, or deleted based on their specific content and importance. Simultaneously, the framework, module content, and duration of the integrated course modules need readjustment and redesign.
* Annexes A-E of G1103 are recommended to be annexed to the new C0103-4. However, relevant annexes should be modified accordingly based on how the course content is integrated.

The specific details of the above suggestions for revision can be found in Annex 1: G1103 Revision Status Table.

### Notes for modifying and adjusting the new integrated Model Course C0103-4

* Modifying the course name, purpose, and scope of application: It is recommended to rename the new C0103-4 document to "VTS Training Instructor Course" to comprehensively cover all types of trainers. This means the new document not only applies to OJT instructors but covers all VTS trainers. Correspondingly, the course purpose and scope of application should be extended to various types of VTS trainers to align with and adapt to the C0103/1-3 Model Courses.
* Improving and optimizing new course modules: It is recommended to base the new course modules on the C0103-4 course modules, retaining all its modules. It is also suggested to integrate the G1103 course modules appropriately and improve the modules to comprehensively cover trainer competency requirements.

## **Specific recommendations for transforming G1103 into a new Model Course C0103-6 "VTS Training Instructor"**

Comprehensively reviewing the coverage of the G1103 content with other existing IALA training-related guidelines (G1014, G1017, G1027). For the content related to trainer training that has been updated or adjusted in other guidelines but not synchronized in the current G1103 or where discrepancies exist, updates should be made in the new C0103-6 "VTS Training Instructor" Model Course.

Reviewing and comparing the content of G1103 with the original C0103-4 OJT Instructor content. For key G1103 contents not sufficiently covered by the existing document system, such as VTS-specific instructional scenario design, in-depth application of Bloom's Taxonomy, differentiated teaching strategies for adult TTIs (e.g., learner-centered methods), they should be clarified and appropriately expanded/modified in the new C0103-6 "VTS Training Instructor" Model Course. Practical requirements for the Training Management System (TMS), such as TTI responsibilities for record maintenance, privacy regulations, and TMS implementation processes, need to be transformed into actionable course tasks (e.g., simulated TMS data entry) and integrated into suitable course modules.

Content and Framework of the new C0103-6: It is recommended to still follow the IALA Model Course template to maintain document consistency. It is also recommended to embed VTS scenario cases & template toolkits within the new Model Course to enhance its practicality.

## **Comparison of characteristics and advantages of the two G1103 revision options**

Regarding the revision options mentioned above, their characteristics and respective advantages are compared as follows:

|  |  |  |
| --- | --- | --- |
| Option | Integration with C0103-4 | Development of a New Model Course C0103-6 |
| Advantages | 1. Align with the G1103 revision direction agreed upon at VTS57, reducing the number of existing VTS training documents, with no increase in the number of Model Course documents.  2. Establish a complete TTI training guidance framework, integrating training courses for all types of TTIs. Integrating OJT as one category within this overall framework aligns better with its conceptual logic.  3. Allow direct integration of relevant G1103 contents, leveraging the existing framework of C0103-4, and making modifications more convenient.  4. The OJT training content from the original C0103-4 is retained as a separate category within the new Model Course, enabling linkage with other Model Courses and maintaining the integrity of the existing course system. | Developing a new Trainer Model Course offers greater flexibility in content setup, allowing for the easy embedding of elements like VTS scenario cases + template toolkits, which enhances operability and practicality. |
| Disadvantages | Integrating G1103 and C0103-4, which have different scopes and requirements, may lead to an increase in the content of the new C0103-4 Model Course. Re-integrating the new C0103-4 course content requires careful consideration of more details when merging G1103 content with existing documents to ensure smooth content linkage and logical accuracy. | OJT instructors are, by definition, a subset of TTIs. Where a Model Course is specifically provided for training TTIs (C0103-6) while OJT instructors have their own separate Model Course (C0103-4), inconsistency may arise in the logical structure of the Model Course system. |

In summary, it is recommended to prioritize the integration option of G1103 with C0103-4.

# Recommendation

It is recommended that the Committee consider the above content when revising G1103.

# Annex

Annex 1: G1103 Revision Status Table for the Integration Scheme with Model Course C0103-4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| G1103 Original Section | Target Document | Main Content | Modification Method | Remarks |
| Foreword |  | Guideline background, Model Course usage, and objectives | Delete | Appropriately revise and integrate into the Introduction section of the merged C0103-4. |
| PART A Overview | C0103-4 PART A | 2.1 Summary | Integrate into: Section 2 Course Purpose, Section 3 Course Objectives | Avoid duplication; retain only differentiated requirements. Simultaneously and clearly define the scope of application for the new C0103-4 as all VTS trainers. |
| 2.2 Guideline Purpose |
| 2.3 Target Group |
| PART B Implementation Guideline | C0103-4 PART A Section 10 | 3.1 Introduction: Training assessment requirements for applicants seeking TTI qualification | Integrate into: Section 10 Delivery of Standard Courses | This section of G1103 focuses on implementation considerations during the original guideline's application, such as trainer training and assessment requirements, syllabus, lesson plans, and course plan adjustments. Relevant content is also mentioned in different sections of C0103-4 PART A. During integration, attention should be paid to appropriately splitting the content before merging it into relevant sections of C0103-4. The overall structure of C0103-4 should be preserved without major changes. Also, differences in expression and specific content for the same topic should be considered; appropriate modifications should be made after fully considering actual training situations. |
|  | C0103-4 PART A Section 4 | 3.1 Introduction: Syllabus review and adjustment (including competency gap analysis) | Integrate into: Section 4 Course Syllabus |  |
|  | C0103-4 PART A Section 10.1 | 3.2 Lesson Plan Development: Developing lesson plans and adjusting lesson plans | Integrate into Section 10.1 Course Development |  |
|  | C0103-4 PART A Section 4 | 3.3 Course Framework: Reviewing course plans, etc. | Integrate into Section 4 Course Syllabus |  |
| PART C Instructor Guidelines | C0103-4 PART A Section 8 | 4.1 Introduction to Adult Learning Methods | Integrate into Section 8 Training Staff Requirements | This section of G1103 primarily focuses on instructor competencies. Contents regarding adult learning methods, modular presentation, learning competency levels, etc., are covered in C0103-4 PART B Modules 1, 2, and 3. The original guideline contents only need to be reasonably split based on its specific content and relevance to sections in C0103-4 PART A and then integrated into the relevant sections. |
|  | C0103-4 PART A Section 10 | 4.2 Modular Presentation | Integrate into Section 10.1 Course Development |  |
| PART C Instructor Guidelines | C0103-4 PART A Section 10, Section 11 | 4.3 Assessment: Bloom's Learning Strategy, Cognitive Learning Levels | Integrate into: Section 10.2 Competency Levels, Section 10.3 Competency Tables, Teaching Aids and References, Section 11 Assessment |  |
|  | C0103-4 PART A Section 8, Section 9 | 4.4 Implementation | Integrate into Section 8 Training Staff Requirements, Section 9 Facilities and Equipment |  |
| PART D Course Modules | C0103-4 PART B | 5.1 Course Development | Integrate into: Module 3: Training Course Design | Retain all original course modules in C0103-4 PART B. For the original G1103 course modules, decide whether to add them as independent modules, merge them in, or delete them based on the relevance and importance of the module content. Pay attention to the need to readjust the duration settings and syllabus for new or modified course modules. |
|  |  | 5.2 Teaching Techniques | Integrate into: Module 2: Learning and Teaching |  |
|  |  | 5.3 Communication | Add as an independent course module to this section |  |
|  |  | 5.4 Performance Assessment | Integrate into: Module 4: Assessment and Evaluation |  |
| PART D Course Modules | C0103-4 PART A Section 8 | 5.5 Training Management System | Split and integrate into: | For contents in this section, trainers should master and implement requirements as required. Based on training needs, it is unnecessary to develop a separate standard course module for the Training Management System. It is sufficient to add corresponding requirements in PART A Section 8 (Training Staff Requirements) and appropriately add content related to the Training Management System in C0103-4 PART B Module 4 (Assessment and Evaluation). |
| C0103-4 PART B | C0103-4 PART A Section 8 Training Staff Requirements |
|  | C0103-4 PART B Module 4: Assessment and Evaluation |
| ANNEX A-E | C0103-4 Annexes | Annex A-E | Integrate as annexes | Relevant annexes should be modified accordingly based on the integration of the standard course content described above. |

1. Input document number, to be assigned by the Committee Secretary [↑](#footnote-ref-1)
2. Leave open if uncertain [↑](#footnote-ref-2)