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| IALA Model Course |

L1.5

Aids to Navigtion Management Training

Level 1 – MODULE 5 - Historic Lighthouse Projects

Edition 1.0

December 2014

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

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| Date | Page / Section Revised | Requirement for Revision |
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FOREWORD

The International Association of Marine Aids to Navigation and Lighthouse Authorities (IALA) recognises that training in all aspects of the management of Aids to Navigation (AtoN) service delivery is critical to the consistent provision of that AtoN service.

Taking into account that under the SOLAS Convention, Chapter V, Regulation 13, paragraph 2, Contracting Governments, mindful of their obligations published by the International Maritime Organisation, undertake to consider the international recommendations and guidelines when establishing aids to navigation, including recommendations on training and qualification of AtoN managers, IALA has adopted Recommendation E-141 on Standards for Training and Certification of AtoN personnel.

IALA Committees working closely with the IALA World Wide Academy (The Academy) have developed a series of model courses for AtoN personnel having E-141 Level 1 management functions. This model course on Level 1 Aids to Navigation Manager Training should be read in conjunction with IALA Recommendation E- 141 on Standards for Training and Certification of AtoN Personnel[[1]](#footnote-1). Mindful of the desire to harmonise the delivery of its published model courses, IALA has developed Guidelines for the accreditation and approval process for both AtoN personnel training (Guideline 1100) and Vessel Traffic Service training (Guideline 1014).

This model course is intended to provide national members and other appropriate authorities charged with the provision of AtoN services with specific guidance on the training of AtoN managers. It is intended to be delivered by The Academy or a Training Organisation accredited by a national Competent Authority. Assistance in implementing this and other model courses may be obtained from the IALA World Wide Academy at the following address:

The Dean

IALA World Wide Academy Tel: (+) 33 1 34 51 70 01

10 rue des Gaudines, 78100 Fax: (+) 33 1 34 51 82 05

Saint Germain-en-Laye e-mail: [academy@iala-aism.org](mailto:academy@iala-aism.org)

France Internet: [www.iala-aism.org](http://www.iala-aism.org)

1. - COURSE OVERVIEW

# OVERVIEW

IALA recommends that Training Organisations and other training providers utilise model courses concerned with the provision of AtoN services, including VTS, in accordance with IALA Recommendation E-141.

# PURPOSE OF THE MODEL COURSE

The purpose of this model course is to provide aids to navigation managers and other interested parties with the theoretical training necessary to have a satisfactory understanding of the processes involved in projects concerning historic lighthouses.

This course is intended to cover the knowledge required for an Aids to Navigation Manager to understand historic lighthouse projects within their organisations.

# USE OF THE MODEL COURSE

The complete course comprises 6 teaching modules. (This probably needs expansion)

# AIMS AND OBJECTIVES

Upon successful completion of this course, participants will have acquired sufficient knowledge to project manage or oversee projects concerning historic lighthouse.

# Specific Course Related Teaching Aids and Notes

This course will be classroom based with presentations delivered using MS PowerPoint®. Although the course is limited to 24 participants, the classroom should be big enough to permit the participants to sit at desks large enough to operate a laptop computer with room for printed material to hand. Each desk should be provided with a power socket.

The classroom should be equipped with overhead projectors and screens to enable presentation of the subject matter.

To enable all participants to receive clear guidance from instructors and to raise questions that can be heard throughout the classroom, lapel or fixed lectern microphones should be provided together with a roving microphone for use by participants.

# PRE-COURSE READING

Students should be encouraged to study the IALA Lighthouse Conservation Manual [1].

# EVALUATION TEST

Participants will be supplied with a simplified case study of an historic lighthouse and be tasked with the completion of a template based on Chapter 9 of the IALA Lighthouse Conservation Manual.

# CERTIFICATION

Participants who successfully complete the test of competency can be presented with an AtoN Level 1 Manager certificate which states that they have completed successfully the Complementary Module on the projects concerning historic lighthouses.

# ACRONYMS

AtoN Aid(s) to Navigation

IALA International Association of Marine Aids to Navigation and Lighthouse Authorities - AISM

L Level

SOLAS International Convention for the Safety of Life at Sea, 1974 (as amended)

WWA World Wide Academy

# REFERENCES

In addition to any specific references required by the Competent Authority, the following material is relevant to this course:

1. IALA Lighthouse Conservation Manual.
2. IALA IALA Guideline 1093 on management of surplus property.
3. IALA Guideline 1074 on branding and marketing of historic lighthouses.
4. IALA Guideline 1075 on a business plan for the complementary use of an historic lighthouse.
5. IALA Guideline 1080 on the selection and display of heritage artifacts.
6. - DELIVERY OF THE MODEL COURSE

# INTRODUCTION

Body text

# COURSE MODULES

Body text.

# SUBJECT OUTLINE

Body text

1. Levels of Competence

|  |  |  |  |
| --- | --- | --- | --- |
| Level | Learning Outcome | Instructional Objectives | Required skills |
| 1 | Table text | Table text | Table text |
| 2 | Table text | Table text | 1. Table List 11    1. Table list a   Table list i |
| 3 | Table text | Table text s | Table text |
| 4 | Table text | Table text | Table text |

# DETAILED TEACHING SYLLABUS

The detailed teaching syllabus for each module is laid out in a learning-objective format in which the objective for each sub-element describes what each participant must achieve to demonstrate that the necessary level of knowledge has been acquired. The learning-objective format assumes that the objective for each sub-element is preceded by the phrase:

The expected learning outcome is that the participant has acquired the recommended level of competence in ……………...

# PRESENTATION

The manner and frequency of the presentation of facts, concepts and methodologies will be determined by individual instructors who will use what they see as the most appropriate teaching method to ensure that each participant has acquired the required level of competency in each sub-element of the syllabus.

# EVALUATION OR ASSESSMENT OF THE COURSE PARTICIPANTS

Body text.

# IMPLEMENTATION

It is self-evident that planning and preparation are essential to the successful implementation of this model course. In order to ensure that participants receive high quality instruction, Training Organisations will ensure that the following minimum assets are available before the course commences:

* Qualified Instructors (Bullet 1);[[2]](#footnote-2)
* Support staff and facilities;
* Instruction and rest rooms;
* Training aids and equipment;[[3]](#footnote-3)
* Reference books; publications or extracts and other reference material;[[4]](#footnote-4)

Bullet 1 text (for subsequent text as the same level).

* Bullet 2

Bullet 2 text (for subsequent text as the same level).

1. - COURSE FRAMEWORK

# INTRODUCTION

This model course is based on IALA Recommendation E-141 …..

# ENTRY LEVEL REQUIREMENTS FOR A LEVEL 1 MANAGER

Body text

* Bullet 1;
* Bullet 2
* Bullet 1.

# COURSE INTAKE – LIMITATIONS

Body text

# TRAINING STAFF REQUIREMENTS

Body text

## Course Instructors

* Fluency in English or other approved main language of instruction;
* Bullet 1.

## Course Assessors

* At least 3 years’ experience as an approved IALA AtoN Level 1 trainer;
* Chair or vice-chair of an IALA Technical Committee;
* IALA-endorsed experts[[5]](#footnote-5).

# TEACHING FACILITIES AND EQUIPMENT

It is assumed that standard lecturing equipment such as white boards and computer-assisted projectors will be provided. Additional teaching aids and equipment which might be appropriate to specific lectures are listed in the detailed teaching syllabus for each module. This includes suggestions for external visits where they might be available and appropriate.

References to specific paragraphs or sections in the IALA NAVGUIDE or other Manuals, Recommendations and Guidelines are shown in the detailed teaching syllabi.

1. - GUIDELINES FOR INSTRUCTORS

# INTRODUCTION

Body text

# CURRICULUM

Body text

1. Example Course Outline Planning Programme

| Day | Module | Lectures (see Part E) | Instruction hours | Other Activity | Remarks |
| --- | --- | --- | --- | --- | --- |
| 0 |  |  |  | Table text | Table text |
| 1 |  |  |  | Table text | Table text |
| 2 |  |  |  | Table text | Table text |
| 3 |  |  |  | Table text | Table text |
| 4 |  |  |  | Table text | Table text |
| 5 |  |  |  | Table text | Table text |
| 6 |  |  |  | Table text | Table text |
| 7 |  |  |  | Table text | Table text |
| **? working weeks** | | |  |  |  |

The course Assessor should be involved actively in course planning and its conduct. Participants who encounter difficulties with any elements of the syllabus should be identified by regular discussions with instructors and analysis of examination results. Additional time should be allocated for tutorials so that every participant who is willing to gain the required competence has every opportunity to do so.

In order to ensure quality management, improvement to the standard of lectures should be obtained through satisfaction feedback from participants based on ISO 9001 principles. Examination results should also be analysed by the course Assessor to determine whether the questions test competency to the required standard. If all participants achieve high scores, the questions may not be sufficiently testing. If all participants fall short of the required standard, the quality of the instruction and content is likely to be below standard too!

# EVALUATION AND ASSESSMENT

The principle method of evaluating whether participants have acquired the required level of competence on this model course is by …..

1. - COURSE MODULES

This model course comprises …..

1. Model Course Outline

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Subject | Lectures | Exercises | Instruction Hours |
| 1 | Historic Overview |  | This module describes the historic development of lighthouses and their components and the reasons why they should be preserved as national monuments | 2.0 |
| 2 | National Conservation Plans |  | This module describes the requirement for the production of a national conservation plan and the factors to be considered | 2.0 |
| 3 | Legal issues |  | This module describes the legal issues to be considered for the complementary use of an historic lighthouse | 2.0 |
| 4 | Complementary use of historic lighthouses |  | This module describes the process of deciding which lighthouses to open to the public or other complementary use | 2.0 |
| 5 | Technical aspects of lighthouse projects |  | This module describes how to manage the consequences of the technical changes required when reconfiguring an historic lighthouse | 2.0 |
| 6 | Documentation |  | This module describes the records and other documentation required to be generated when managing an historic lighthouse project | 1.0 |
| 7 | Evaluation |  | Case study evaluation test | 1.0 |
|  | | | **Total Recommended Instruction Time** | **12.0 hours** |

1. HISTORIC OVERVIEW

# INTRODUCTION

Module 1 describes the historic development of lighthouses and their components and the reasons why they should be preserved as national monuments.

# SUBJECT FRAMEWORK

## Scope

The syllabus for this module requires students to gain …..

## Aims of Module 1

On successful completion of this module, participants will have gained a **basic** (Level 1)understandingof the history of lighthouses and a **satisfactory** (Level 2) understanding of their components and the reasons why historic lighthouses should be preserved as national monuments.

# DETAILED TEACHING SYLLABUS FOR MODULE 1 – HISTORIC OVERVIEW

1. Detailed Teaching Syllabus - Module 1

| Module | Element | Sub-element | Subject | Level of Competence | Recommended training aids; exercises and external visits | References  Rec = Recommendation  GL = Guideline | Lecture No. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  |  | **HISTORIC OVERVIEW** |  | | | |
|  | **1.1** | **History of lighthouses** |
|  |  | 1.1.1 | Why early lighthouses were constructed | 1 |  |  | 1 |
|  |  | 1.1.2 | Examples of ancient lighthouse | 1 |  |  | 1 |
|  |  | 1.1.3 | Definition of an historic lighthouse | 1 |  |  | 1 |
|  |  | 1.1.4 | Developments from the 18th century | 1 |  |  | 1 |
|  |  | 1.1.5 | Examples of 19th and 20th century historic lighthouses | 1 |  |  | 1 |
|  | **1.2** |  | **Components of historic lighthouses** |  | | | |
|  |  | 1.2.1 | Development of light sources | 2 |  | GL 1080 | 2 |
|  |  | 1.2.2 | Development of sound signals | 2 |  |  | 2 |
|  |  | 1.2.3 | Development of power source | 2 |  |  | 2 |
|  | **1.3** |  | **Preservation as National Monuments** |  | | | |
|  |  | 1.3.1 | Iconic status of historic lighthouses as world maritime heritage sites | 2 |  | GL 1074 | 2 |
|  |  | 1.3.2 | Public interest in lighthouses | 2 |  |  | 2 |
|  |  | 1.3.3 | Impact on local businesses | 2 |  |  | 2 |

1. NATIONAL CONSERVATION PLANS

# INTRODUCTION

Module 2 describes what is required and the factors to be considered when producing a national conservation plan

# SUBJECT FRAMEWORK

## Scope

The syllabus for this module requires participants to gain …..

## Aims of Module 2

On successful completion of this module, students will have gained a **satisfactory** understanding of the production of a national conservation plan.

# DETAILED TEACHING SYLLABUS FOR MODULE 1 – NATIONAL CONSERVATION PLANS

1. Detailed Teaching Syllabus - Module 2

| Module | Element | Sub-element | Subject | Level of Competence | Recommended training aids; exercises and external visits | References  Rec = Recommendation  GL = Guideline | Lecture No. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2** |  |  | **NATIONAL CONSERVATION PLANS** |  | | | |
|  | **2.1** | **Development of a national conservation plan a** |
|  |  | 2.1.1 | Planning process | 2 | Identification of | IALA Lighthouse | 3 |
|  |  | 2.1.2 | Involvement of stakeholders | 2 | stakeholders exercise | Conservation Manual | 3 |
|  |  | 2.1.3 | Production of a conservation plan | 2 |  | Chapter 1 | 3 |
|  |  | 2.1.4 | Production of a management plan | 2 |  |  | 3 |
|  |  | 2.1.5 | Project management plans | 2 |  |  | 3 |
|  | **2.2** |  | **Implementation of a management plan** |  | | | |
|  |  | 2.2.1 | Identification of potential and limitations | 2 |  | IALA Lighthouse | 4 |
|  |  | 2.2.2 | Risk assessment considerations | 2 |  | Conservation Manual | 4 |
|  |  | 2.2.3 | Public relations considerations | 2 |  | Chapter 1 | 4 |
|  |  | 2.2.4 | Benchmarks to measure success | 2 |  |  | 4 |

1. LEGAL ISSUES

# INTRODUCTION

Module 3 describes the legal issues to be considered for the complementary use of an historic lighthouse

# SUBJECT FRAMEWORK

## Scope

The syllabus for this module requires participants to gain …..

## Aims of Module 3

On successful completion of this module, participants will have gained a **basic** understanding of the legal issues appertaining to the complementary use of an historic lighthouse and a **satisfactory** understanding of joint risk assessments appertaining to the complementary use of historic lighthouse.

# DETAILED TEACHING SYLLABUS FOR MODULE 3 – LEGAL ISSUES

1. Detailed Teaching Syllabus - Module 3

| Module | Element | Sub-element | Subject | Level of Competence | Recommended training aids; exercises and external visits | References  Rec = Recommendation  GL = Guideline | Lecture No. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **3** |  |  | **LEGAL ISSUES** |  | | | |
|  | **3.1** | **Ownership rights and legal restrictions** |
|  |  | 3.1.1 | Overview of national legislation and planning laws | 1 |  | IALA Lighthouse | 5 |
|  |  | 3.1.2 | Site ownership and rights of access | 1 |  | Conservation Manual | 5 |
|  |  | 3.1.3 | Possible legal restrictions | 1 |  | Chapter 2 | 5 |
|  |  | 3.1.4 | Legal agreements | 1 |  |  | 5 |
|  | **3.2** |  | **Joint Risk Assessment** |  | | | |
|  |  | 3.2.1 | Assessment of risks |  | Legal checklist and | IALA Lighthouse | 6 |
|  |  | 3.2.2 | Risk management to limit legal liability |  | risk control exercise | Conservation Manual | 6 |
|  |  | 3.2.3 | Monitoring and review procedures |  |  | Chapter 2 | 6 |

1. COMPLEMENTARY USE OF HISTORIC LIGHTHOUSES

# INTRODUCTION

Module 4 describes the process of deciding which lighthouses to open to the public or reallocate to another complementary use.

# SUBJECT FRAMEWORK

## Scope

The syllabus for this module requires participants to gain …..

## Aims of Module 4

On successful completion of this module, participants will have gained a **satisfactory** understanding of how to select which lighthouses to open to the public or other complementary use.

# DETAILED TEACHING SYLLABUS FOR MODULE 4 – COMPLEMENTARY USE OF HISTORIC LIGHTHOUSES

1. Detailed Teaching Syllabus - Module 4

| Module | Element | Sub-element | Subject | Level of Competence | Recommended training aids; exercises and external visits | References  Rec = Recommendation  GL = Guideline | Lecture No. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **4** |  |  | **COMPLEMENTARY USE OF HISTORIC LIGHTHOUSES** |  | | | |
|  | **4.1** | **Potential sites for Complementary Us** |
|  |  | 4.1.1 | Risk-based reasons to recategorise a lighthouse t | 2 |  | IALA Lighthouse | 7 |
|  |  | 4.1.2 | Retention of aids to navigation | 2 |  | Conservation Manual | 7 |
|  |  | 4.1.3 | Stakeholder feedback | 2 |  | Chapter 3 | 7 |
|  |  | 4.1.4 | General suitability for complementary use | 2 |  |  | 7 |
|  | **4.2** |  | **Selection of Lighthouses to Open** |  | | | |
|  |  | 4.2.1 | Location factors | 2 |  | IALA Lighthouse | 7 |
|  |  | 4.2.2 | Vehicular, vessel and pedestrian access | 2 |  | Conservation Manual | 7 |
|  |  | 4.2.3 | Potential visitor numbers | 2 |  | Chapters 3 - 5 | 7 |
|  |  | 4.2.4 | Health and Safety considerations | 2 |  | GL 1074 and 1075 | 7 |
|  |  | 4.2.5 | Accommodation possibilities on site | 2 |  |  | 7 |
|  | **4.3** |  | **Financial Aspects** |  | | | |
|  |  | 4.3.1 | Cost of alternative use and/or conversion | 2 |  | IALA Lighthouse | 8 |
|  |  | 4.3.2 | Operating costs | 2 |  | Conservation Manual | 8 |
|  |  | 4.3.3 | Staff requirements | 2 |  | Chapter 6 | 8 |
|  |  | 4.3.4 | Potential sponsorship | 2 |  | GL 1074 and 1075 | 8 |
|  |  | 4.3.5 | Potential revenue from visitors | 2 |  |  | 8 |

1. TECHNICAL ASPECTS OF LIGHTHOUSE PROJECTS

# INTRODUCTION

Module 5 describes how to manage the consequences of the technical changes required when reconfiguring an historic lighthouse.

# SUBJECT FRAMEWORK

## Scope

The syllabus for this module requires participants to gain …..

## Aims of Module 5

On successful completion of this module, participants will have gained a **satisfactory** understanding of how to manage the consequences of necessary technical changes when reconfiguring an historic lighthouse for complementary use.

# DETAILED TEACHING SYLLABUS FOR MODULE 5 – TECHNICAL ASPECTS OF LIGHTHOUSE PROJECTS

1. Detailed Teaching Syllabus - Module 5

| Module | Element | Sub-element | Subject | Level of Competence | Recommended training aids; exercises and external visits | References  Rec = Recommendation  GL = Guideline | Lecture No. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **5** |  |  | **TECHNICAL ASPECTS OF LIGHTHOUSE PROJECTS** |  | | | |
|  | **5.1** | **Production of an inventory** |
|  |  | 5.1.1 | Optic systems and lanterns | 2 | Inventory production | IALA Lighthouse | 9 |
|  |  | 5.1.2 | Lantern house, balcony and weather vanes | 2 | exercise | Conservation Manual | 9 |
|  |  | 5.1.3 | Tower and internal stairways | 2 |  | Chapter 7 & its Annex B | 9 |
|  |  | 5.1.4 | Watch rooms, dwellings and outhouses | 2 |  |  | 9 |
|  |  | 5.1.5 | Power sources and systems | 2 |  |  | 9 |
|  |  | 5.1.6 | Other AtoN systems (radionavaids and sound signals) | 2 |  |  | 9 |
|  | **5.2** |  | **Re-engineering** |  | | | |
|  |  | 5.2.1 | Replacement options | 2 |  | Rec E-200 | 10 |
|  |  | 5.2.2 | Re-evaluation of existing optics and power system | 2 |  |  | 10 |
|  |  | 5.2.3 | Sympathetic design of replacement options | 2 |  |  | 10 |
|  | **5.3** |  | **Artefacts** |  | | | |
|  |  | 5.3.1 | Review of historically important maritime artefacts | 2 |  | GL 1080 | 11 |
|  |  | 5.3.2 | The degree of value of obsolete items | 2 |  |  | 11 |
|  |  | 5.3.3 | Schedule of significance for items to retain and/or exhibit | 2 |  |  | 11 |
|  |  | 5.3.4 | The conservation and display of artefacts | 2 |  |  | 11 |

1. DOCUMENTATION

# INTRODUCTION

Module 6 describes the records and other documentation required to be generated when managing an historic lighthouse project.

# SUBJECT FRAMEWORK

## Scope

The syllabus for this module requires participants to gain …..

## Aims of Module 6

On successful completion of this module, participants will have gained a **satisfactory** understanding of the records and associated documentation to be generated when reconfiguring an historic lighthouse for complementary use.

# DETAILED TEACHING SYLLABUS FOR MODULE 6 – DOCUMENTATION

1. Detailed Teaching Syllabus - Module 6

| Module | Element | Sub-element | Subject | Level of Competence | Recommended training aids; exercises and external visits | References  Rec = Recommendation  GL = Guideline | Lecture No. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **6** |  |  | **DOCUMENTATION** |  | | | |
|  | **6.1** | **Documentation - General** |
|  |  | 6.1.1 | Reasons for keeping records | 2 |  | IALA Lighthouse | 12 |
|  |  | 6.1.2 | Management of historic record | 2 |  | Conservation Manual | 12 |
|  |  | 6.1.3 | Digital and hard copy records | 2 |  | Chapter 8 | 12 |
|  |  | 6.1.4 | Access to documentation | 2 |  |  | 12 |
|  | **6.2** |  | **Documentation for Reconfiguration** |  | | | |
|  |  | 6.2.1 | Photographic record of reconfiguration | 2 |  | IALA Lighthouse | 12 |
|  |  | 6.2.2 | Inventory of old and new equipment | 2 |  | Conservation Manual | 12 |
|  |  | 6.2.3 | Plans and drawings | 2 |  | Chapter 8 | 12 |

1. Definitions and clarifications of terms and common abbreviations used in the text of this document are listed at Articles 1.2 and 1.4 of IALA Recommendation E-141. [↑](#footnote-ref-1)
2. *‘Competent Authorities should ensure that instructors and assessors are appropriately qualified and experienced for the particular training and assessment of competence for which they are given responsibility. Instructors should hold suitable professional qualifications’* IALA Recommendation E-141 Article 5.2.2 [↑](#footnote-ref-2)
3. Where possible Microsoft PowerPoint® presentations should be capable of being projected onto a suitable white background or screen [↑](#footnote-ref-3)
4. The standard reference publication is the IALA NAVGUIDE Manual. References to appropriate IALA Recommendations and Guidelines are given in Part E of this document [↑](#footnote-ref-4)
5. A list of IALA-endorsed experts is maintained by the IALA World-Wide Academy. [↑](#footnote-ref-5)