

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0068620 -Session-1986-87
-Superclass- ZF
-Title- SAFETY AND SURVIVAL AT SEA 1 (x 1/2)

-DESCRIPTION-

Type and Purpose A general module (1/2) which enables the student to acquire the basic knowledge and skills of survival and safe working practice associated with sea going vessels. The knowledge and skills are applicable to any type of vessel (merchant ships, fishing vessels, oil rigs, yachts, barges).

Preferred Entry Level None.

Learning Outcomes The student should:

1. know the dangers associated with working in a sea-borne environment and methods of minimising the dangers;
2. know and use basic techniques of sea survival to the level required by the Department of Transport;
3. know and use basic fire fighting procedures;
4. know and use basic first aid procedures;
5. know basic techniques of safe working practice on sea-borne vessels.

Content/ Context	<p>Corresponding to the Learning Outcomes:</p> <ol style="list-style-type: none"> 1. The dangers and methods of minimising the dangers e.g.: <ol style="list-style-type: none"> (a) Falling overboard: never going on deck in adverse conditions, properly stowed tackle on deck, properly maintained stanchions, proper footwear. (b) Cold exhaustion: proper clothing, adequate feeding, removal of wet clothing. (c) Fire: adherence to smoking regulations, good galley routine, properly maintained electrical system, cleaning of fuel spillages, etc. (d) Injuries: properly shielded equipment, adequate clothing, proper supervision, adequate lighting, removal of loose tackle, properly maintained decking. 2. Standard techniques of sea survival including all aspects of the Sea Survival Course. 3. Fire fighting procedures should be restricted to the most common extinguishers found at sea; types of fires, causes of fires and how to prevent them. 4. Basic first aid procedures should include resuscitation and basic treatment of bleeding, shock, burns and fractures. 5. Safe working practice should cover the most basic aspects of working at sea and in port e.g.: <ol style="list-style-type: none"> (a) Deck machinery and equipment: winches, derricks, hatches, cables, ropes, power blocks, nets. (b) Confined spaces: engine rooms, fish rooms, galleys. (c) Gangways and ladders.
Suggested Learning and Teaching Approaches	<p>As far as possible practical methods should be used, supported by lectures, films, videos and models as appropriate. For example, models would be useful in demonstrating deck work and fittings on various types of vessel, and films on fire fighting would provide good illustrations of various fire fighting techniques.</p>

Film and video should be used to stimulate discussion, not simply to convey information.

Corresponding to the Learning Outcomes:

1. Students should be encouraged to discuss potential hazards, initially on the basis of their own common-sense observations. Observation of films, videos and models could produce enhanced awareness.
2. A mixture of lecture/discussion and water-borne activities should be used.
3. A mixture of practical work and discussion involving use of basic fire fighting procedures should be used.
4. A mixture of practical work, lecture and demonstration techniques, with emphasis on diagnosis and immediate treatment. Use should be made of bandages, dolls, etc.
5. Models, films and videos, linked with discussions, should be used.

Assessment Procedures

Learning outcomes 1 and 5 should be assessed by a series of oral questions, satisfactory performance being 70% or better depending on the difficulty of the test set. Testing should take place no later than 2/3 of the way through the module to allow time for remediation and retesting. The tutor must exercise his/her professional judgement on the student's ability to communicate.

A checklist should be used for formative assessment of learning outcomes 2, 3 and 4. The student should be kept informed of progress throughout and remedial tuition should be provided in a suitable form when appropriate. Learning outcomes 2, 3 and 4 should be summatively assessed by a checklist such as the one below. A tick or cross should be used to record satisfactory/unsatisfactory performance. Satisfactory performance in all items of the checklist on two successive occasions should be considered as adequate evidence that the student has achieved the learning outcomes.

Checklist

The student correctly:

1. recognises types of life preserver;

2. recognises types of life raft;
3. dons a life preserver;
4. launches a life raft;
5. gets into a life raft from water;
6. organises a life raft to minimise risk of exposure;
7. uses fire fighting procedures;
8. recognises signs/symptoms of fractures and takes appropriate action;
9. recognises signs/symptoms of asphyxia and takes appropriate action;
10. performs one resuscitation technique;
11. uses one form of bandage.