

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NG**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0068650 -Session-1986-87
-Superclass- ZF

-Title- SEAMANSHIP: CERTIFICATE OF PROFICIENCY IN SURVIVAL CRAFT

-DESCRIPTION-

Type and Purpose A specialist module which is designed to provide serving seafarers with that knowledge and skill, in the use of all types of survival craft currently supplied to ships, required by the Department of Transport.

Preferred Entry Level Statutory recognised sea service.

Learning Outcomes The student should:

1. know the hazards of emergency situations and the value of drills and other training to cope with them;
2. know the procedures for launching survival craft and clearing ship;
3. know and explain the use of all life saving appliances, and associated equipment, required to be carried by statute;
4. handle all types of survival craft in all situations and weather conditions as a member of crew and as cox;
5. know methods of communicating with rescuers;
6. understand medical aspects of short and long term survival at sea and methods of prevention and treatment.

Content/
Context

Corresponding to the Learning Outcomes:

1. (a) Emergency situations requiring abandonment of vessels: collision, fire, stranding, foundering.
- (b) Musters and drills:
 - (i) emergency and abandon ship signals used;
 - (ii) action to be taken when signals are made;
 - (iii) duties assigned to crew members in muster list;
 - (iv) value of drills and training; the need for instant readiness to combat emergencies;
 - (v) correct usage of orders relating to launching survival craft;
 - (vi) correct use and importance of lifejackets.
2. Launching of survival craft:
 - (i) actions to be taken prior to launching;
 - (ii) launching, including launching into a rough sea;
 - (iii) boarding of survival craft;
 - (iv) clearing the ship's side;
 - (v) actions to be taken after clearing the ship;
 - (vi) uses of motor lifeboats.
3. Life saving equipment:
 - (i) davits - all types in general use;
 - (ii) types of survival craft: open lifeboats, enclosed lifeboats, davit-launched inflatable liferaft, hand-launched inflatable liferaft, inflatable boats, rigid liferafts;

- (iii) survival craft equipment: protective covers, painters, sea anchors and drogues, first aid kits, fire extinguishers, provisions of water and food, pyrotechnics and other signalling equipment;
 - (iv) instruction booklets relating to above.
4. Handling survival craft:
 - (i) means of propulsion: rowing, hand propelling gear, sails, motor;
 - (ii) handling in rough seas: use of drogues, sea anchors and oil on the water, dangers of swamping and broaching, heaving to, reefing, beaching through surf, self-help.
 5. Communication with rescuers: emergency radio, EPIRB., pyrotechnic use, heliograph, lamps and torches, Coast Guard rescue signals, helicopter rescue.
 6. Medical survival: hypothermia and prevention, symptoms and treatment of hypothermics, seasickness and dehydration, effects of heat exposure, resuscitation techniques, dealing with injured persons, rationing of provisions.

Suggested Learning and Teaching Approaches

Proficiency in Survival Craft.

All learning outcomes are interdependent and overlap continuously throughout the teaching of the module. Constantly repeated emphasis should be placed upon safety. To obtain a Certificate of Proficiency in Survival Craft requires that the student should attend a Basic Sea Survival Course. There are learning outcomes common to both modules.

Corresponding to the Learning Outcomes:

1. Lectures and discussions supported by films and videos.
2. Practical participation by students with "hands-on" control in a variety of situations.
3. Demonstrations, films and lectures, with practical participation by students.

4. Practical participation by students with "hands-on" control, repeated at frequent intervals throughout the module to reinforce learning. A high standard of boatwork should be required.
 5. Demonstrations, films and lectures, with practical participation by students.
 6. Lectures and discussions supported by films and videos.
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Assessment
Procedures

Learning outcomes 1,3,5 and 6 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.

Checklists should be used for formative assessment of learning outcomes 2 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 and 4 should be summatively assessed by the following checklists. A tick or cross should be used to record satisfactory/ unsatisfactory performance. Satisfactory performance in all items of each checklist on two or more occasions should be considered as adequate evidence that the student has achieved the learning outcomes.

Learning outcome 2

Checklist

The student correctly:

1. states actions to be taken prior to launching;
2. launches a lifeboat or liferaft;
3. boards a lifeboat or liferaft;
4. clears the ship's side using oars or paddles;
5. describes the actions to be taken after clearing the ship;
6. describes the purpose of motor lifeboats.

Learning outcome 4

Checklist

The student, to an acceptable standard:

1. acts as a member of crew of a lifeboat under oars;
2. acts as a member of crew of a lifeboat under sail;
3. acts as cox of a lifeboat under oars, sails and motor;
4. describes the dangers to a lifeboat in rough weather, explaining:
 - (i) the use of drogues, sea anchors and oil on the water;
 - (ii) the dangers of broaching and swamping;
 - (iii) heaving to;
 - (iv) reefing;
 - (v) beaching through surf;
 - (vi) self-help.