

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0068651 **-Session-1986-87**
-Superclass- ZF

-Title- SEAMANSHIP: EFFICIENT DECK HAND (x 1/2)

-DESCRIPTION-

Type and Purpose A specialist module (1/2) which is designed to develop within serving seafarers that knowledge and skill required by the Department of Transport EDH Certificate.

Preferred Entry Level Statutory recognised sea service.

Learning Outcomes The student should:

1. understand deck work in port and at sea;
2. make knots, bends and hitches, and know practical related use of ropes;
3. know safe working practices with gear used in cargo handling;
4. know anchors, cables and associated gear;
5. know the launching and management of lifeboats and liferafts.

Content/ Context Corresponding to the Learning Outcomes:

1. Deck work in port and at sea:
 - (i) meanings of common nautical terminology;
 - (ii) names and functions of various parts of a ship's structure;
 - (iii) layout of a compass card O - 360 ;

- (iv) helm orders;
- (v) reporting of approximate relative bearings;
- (vi) operation of a patent log;
- (vii) duties of a gangway watchman;
- (viii) use of life saving and fire fighting appliances.

2. Ropework:

- (I) knots, bends and hitches: reef knot, timber hitch, clove hitch, rolling hitch, figure of eight, wall and crown, cow hitch, bowline and bowline on bight, sheet bends, sheepshank, round turn and two half hitches, fisherman's bend, marlin spike hitch, carrick bend;
- (ii) whippings: common, west country, and sailmakers;
- (iii) splices in hawser-laid rope-eye, back and short;
- (iv) seizings: flat, round and racking;
- (v) splices in platted and multi-strand rope-eye and short;
- (vi) eye splice in wire rope using locking tuck;
- (vii) stoppers on ropes and wires;
- (viii) turning up ropes and wires on bitts and cleats;
- (ix) mousing hooks and shackles;
- (x) safe rigging of stages and bosun's chairs;
- (xi) safe rigging of pilot ladders;
- (xii) common purchases used at sea.

3. Cargo working gear:

- (I) rigging of derricks;
- (ii) union purchase and heavier lifts;
- (iii) safe handling of derrick rigging;
- (iv) operation of winches;
- (v) operation of cranes;
- (vi) uses of wires, blocks and shackles in cargo work;

- (vii) general maintenance of wires, blocks and shackles;
 - (viii) safe handling of hatch covers, wooden and mechanical;
 - (ix) battering down and securing all types of hatches.
4. Anchors and cables:
- (i) names of parts of anchors;
 - (ii) spurling and hawse pipes;
 - (iii) cable lockers and connections;
 - (iv) bow stopper and other securing devices;
 - (v) importance of watertight integrity;
 - (vi) proper uses of windlasses and capstans;
 - (vii) securing of anchors and cables for sea.
5. Launching and management of lifeboats and liferafts:
- (i) general principles of boat management;
 - (ii) carrying out orders relating to boat and raft launching;
 - (iii) carrying out orders relating to handling a boat under sail.
 - (iv) lifeboat equipment, including the use of engines;
 - (v) various methods of launching liferafts; precautions before, during and after launching.

Suggested
Learning
and Teaching
Approaches

Learning outcomes presuppose that the student has gained benefit from statutory sea service and that sufficient general knowledge has been gained of the general procedures used in deck work, both in port and at sea. It is to be assumed that knowledge of safety procedures on board has progressed beyond the rudimentary level, to allow a more detailed teaching of particular facets of the work to a high degree of competence.

Corresponding to the Learning Outcomes:

1. A didactic approach, supported by lectures, discussion, films and videos.

2. Practical participation by students, repeated at frequent intervals throughout the module to reinforce learning. A high standard would be required to ensure safe use of ropes and equipment involving ropework.
- 3&4 Lectures, demonstrations and discussions supported by frequent visits to working vessels to watch procedures performed live and use of working models, when available.
5. Practical participation by students with "hands on" control in a variety of situations.

Assessment
Procedures

Learning outcomes 1, 3 and 4 should be assessed by a series of oral questions. For learning outcome 1 the student should demonstrate a general knowledge of deck layout and the functions of various parts of a vessel's structure and equipment, for learning outcome 3, knowledge of safe use of all cargo handling equipment, and for learning outcome 4, knowledge of anchors and associated gear. Satisfactory performance will be 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 5. 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 5 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 one occasion should be considered as adequate evidence that the student has achieved the learning outcomes.

Learning outcome 2

Checklist

The student correctly:

1. recognises a knot, bend or hitch by name;
2. ties a knot, bend or hitch as directed;
3. selects a suitable knot, bend or hitch for a specific purpose;
4. uses appropriate whippings on rope;

5. splices a hawser-laid rope-eye, short and back;
6. selects and uses the correct seizing for a specific purpose;
7. puts a recognised eye splice in a wire rope;
8. uses appropriate stoppers on ropes and wires;
9. turns up ropes and wires on bitts and cleats;
10. mouses hooks and shackles;
11. rigs staging;
12. rigs bosun's chairs;
13. rigs pilot ladders;
14. identifies common purchases used at sea;
15. reeves a 3-fold purchase.

Learning outcome 5

Checklist

The student, to an acceptable standard:

1. carries out orders relating to launching lifeboats and liferafts;
2. carries out orders relating to handling a lifeboat under sail;
3. lists lifeboat and liferaft equipment and states its specific purpose.