

Cover Letter to the Readers of Fast Rescue Boat Assessment Record

1. The format of the assessment record follows examples and guidelines of the MERPAC Task Statement #19, including grammatical uses and terms that vary from STCW examples.
2. The designation of who may give the written test and conduct practical assessments follows explicit directions we have received from the Coast Guard concerning the manner in which our approved FRB course can be conducted. I have incorporated these specifications here in lieu of the examples from MERPAC.
3. The substance of the assessments follows our approved course, which we have been conducting for four years:
 - Nine pages of practical assessment performance measures;
 - A 50 question written test of 40 questions dealing with non-mechanical topics, and several engine and propulsion sections from which 10 additional questions are drawn depending upon the type of engine and propulsion used in a given training class.

The attached assessment record ballooned to its current size for two reasons:

- The necessity of adding in the topics covered in the written test;
- Formatting: Our list of performance measures is a 2 column extension of Table A; plus I made greater use of double spacing in the current document.

Our actual assessment record is a single page used by instructors that incorporates by reference the detailed performance measures.

4. The NMC required that our performance measures be based on column 3 of Table A/2-2, not column 2. Column 3 details methods of demonstrating competence in practical assessment, and these have been included here by relating them to the column 2 subject to which they appear to correspond.

This practise was also followed in the examples (First Aid and Personal Survival Records of Assessment) with which I was provided. However, unlike these tables, the relationship between the statements in the columns in the Fast Rescue Boat table are not always clear, or appear to have multiple relationships. For example, the required swim test does not relate directly to any column 2 statement (except righting an FRB, which is where swimming has been listed); nor does recovering a casualty from the water, which has been made a stand alone topic.

I have tried to reconcile these issues as simply as possible, and at the same time follow our approved curriculum that represents, to us, and from the perspective of safety and effectiveness, the minimum allowable demonstrable proficiencies in the operation of fast rescue boats.

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General Information for Fast Rescue Boats

The Performance Objectives and assessment tools derived from an analysis of the Knowledge, Understanding and Proficiency, and Methods for Demonstrating Competence columns of Table A/2-2 Specification of minimum standards of competence in fast rescue boats, STCW 95.

Record of Assessment of STCW Competencies, includes Performance Objectives, Performance Measures, and Performance Standards.

The assessment will consist of two parts.

One part will be a written examination consisting of a minimum of 50 questions that relate directly to the Performance Standards. The knowledge objective will be identified by a “T” in the T/P column of the Table of Performance-based assessment. The written examination may be given by personnel who meet the requirements of USCG NAVIC 6-97 for this course. Successful completion will be a minimum of 70% correct.

The other part will be an assessment of the skills derived from the Performance Standards. The knowledge objective will be identified by a “P” in the T/P column of the Table of Performance-based assessment. The date and assessor initial boxes of the *Record of Assessment* will be completed only when each performance measure within that section (all tic boxes) have been successfully completed by a candidate and witnessed by the same assessor.

Conducting the practical assessment will require as a minimum the use of a fast rescue boat, a single point davit that is capable of being attached to the fast rescue boat’s lifting apparatus while it is in the water, and a body or pool of water. It is also best if a second vessel of appropriate size is available for running alongside and towing assessments, although these can be accomplished otherwise as detailed in the Endnotes. The practical assessment must be conducted by a Designated Examiner in the subject of fast rescue boats.

Column 1 STCW Competence	Column 2 Performance Objectives	Column 3 Performance Measures (Mariner knowledge or action including consequences of same) Demonstration or Oral/Written Exam	Column 4 Performance Standard (Criteria against which performance measured)
Take charge of a fast rescue boat	Know the construction of fast rescue boats	Describe the hull design and materials and methods of construction of fast rescue boats: Deep “vee” planing hull of fiberglass or aluminum construction Air or foam filled sponsons covered with hypalon or other synthetic material State that most fast rescue boats are also rigid hulled inflatables (RHIs), but they can also be purely rigid or purely inflatable craft	Student will achieve a minimum of 70% on an exam
	Know the particular characteristics and facilities of fast rescue boats Know the particular characteristics and facilities of fast rescue boats (continued)	State the speed requirements for fast rescue boats State advantages and disadvantages of fast rescue boats State that the personnel capacity of a fast rescue boat is the same as the personnel capacity for launch and recovery State that the sponsons on most RHI fast rescue boats extend beyond the transom State that a fast rescue boat must be capable of being launched at 5 knots in a calm sea	Student will achieve a minimum of 70% on an exam
	Know the outfit of fast rescue boats and individual items of their equipment	Given a list of equipment, perform an inventory of the equipment on a fast rescue boat	Locate the following items (note any missing items): Bailer, boathook, bucket, co fire extinguisher, first aid kit, flashlight, 2 heaving line (rescue quoits), buoyant knife, ladder, oars or buoys, paddles, foot pump (in RHIs), radar reflector, repair kit, sea anchor, searchlight, 2 sponges, thermal protective aids, towline,

Column 1 STCW Competence	Column 2 Performance Objectives	Column 3 Performance Measures (Mariner knowledge or action including consequences of same) Demonstration or Oral/Written Exam	Column 4 Performance Standard (Criteria against which perform measured)
	<p>Know the safety precautions for launch and recovery of a fast rescue boat</p> <p>Know the safety precautions for launch and recovery of a fast rescue boat (continued)</p>	<p>State the sequence of releasing hook and lines on launch: hook, then after line (if there is one), then forward line (if there is one), then sea painter</p> <p>State the sequence of attaching hook and lines on recovery: sea painter, forward line (if there is one), after line (if there is one), then the hook</p> <p>State that the hook and lines should be released quickly on launch, and attached quickly on recovery</p> <p>State that the amount of time any crew person stays in the bow should be minimized</p> <p>State that the course of the ship should provide a lee to the fast rescue boat (if possible), and the ship's speed should be fast enough to allow the fast rescue boat adequate steerage when it is waterborne</p> <p>Describe the proper method for approaching a moving ship for the purpose of receiving and riding a sea painter</p>	<p>Student will achieve a minimum of 70% on an exam</p>
	<p>Safely launch and recover a fast rescue boat (see Endnote 1)</p>	<p>As Launch and Recovery Supervisor On Launch:</p> <p>Assess the readiness of the fast rescue boat and related equipment for launch</p> <p>If the boat is in the cradle, give the necessary commands to move it to the point of embarkation</p> <p>When the boat is at the point of embarkation, ascertain the readiness of the deck and boat crew to launch the boat</p>	<p>In the following sequence, and in accordance with the specifications of the davit, the fast rescue boat being used:</p> <p>By inspection or asking the appropriate person</p> <p>Verbally and in conformance with the normal and safe operation of the davit in use</p> <p>Verbally and by inspection, including:</p> <ul style="list-style-type: none"> Stability of the boat Line handler readiness Line and hook attachments

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	Safely launch and recover a fast rescue boat (continued)	<p>Instruct the coxswain and crew to board the boat</p> <p>Ask the coxswain if he or she is ready to launch</p> <p>Instruct the davit operator to lower the boat to the water</p> <p>When the hooks and lines are released, instruct the deck crew to retrieve them</p> <p>As Launch and Recovery Supervisor on Recovery:</p> <p>Ascertain the readiness of the deck crew to recover the fast rescue boat</p> <p>Direct the sea painter and control lines (if any) to be lowered to the boat</p> <p>Direct the hook to be lowered to the boat</p> <p>Direct the boat to be hoisted to the disembarkation point</p> <p>Direct the boat crew to disembark</p> <p>As Coxswain on Launch:</p> <p>Ascertain the readiness of the fast rescue boat and related equipment for launch</p> <p>Ascertain that the sea painter, control lines (if any), hook, and lifting slings are ready</p>	<p>Correct and properly donned and survival equipment of persons involved</p> <p>Verbally</p> <p>Verbally</p> <p>Verbally, after the coxswain indicates readiness to launch</p> <p>Verbally, and without unnecessary delay</p> <p>Verbally and by inspection</p> <p>In the proper sequence, when requested by the boat, to appropriate height</p> <p>When called for by the boat</p> <p>When signalled by the coxswain</p> <p>When the boat is stable and it is safe to do so</p> <p>In the following sequence, in accordance with the specifications of the davit fast rescue boat being used</p> <p>By inspection or asking the appropriate person</p> <p>By inspection or making them ready</p>

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	Safely launch and recover a fast rescue boat (continued)	<p>At the direction of the launch supervisor, board the boat and supervise the placement of the boat crew</p> <p>Ascertain the readiness of the fast rescue boat for launch</p> <p>When waterborne, or at the appropriate time, start the engine and direct the crew to release the hook</p> <p>Direct the release of the control lines and sea painter in the proper sequence</p> <p>Maneuver the fast rescue boat away from the ship or davit</p> <p>As Coxswain on Recovery:</p> <p>Make the hoisting sling or other device ready</p> <p>Maneuver the boat for receiving the sea painter</p> <p>Direct a crew member to attach the sea painter</p> <p>“Ride” the sea painter</p> <p>Give directions for attaching the control lines (if any)</p> <p>Call or signal for the hook to be lowered to the boat (except for</p>	<p>Coxswain and crew take positions appropriate to the boat and davit in use</p> <p>By inspection and asking the crew</p> <p>Without unnecessary delay</p> <p>According to the following: After control line (if any) first forward control line (if a second, sea painter, and recalling the bow crew from the bow if necessary)</p> <p>If underway: at a shallow angle of departure If at a stationary davit, in a manner that does not result in fouling the propeller or jet intake or damaging the boat</p> <p>In accordance with designed</p> <p>So that the bow is in the appropriate position</p> <p>So that the crew member’s contact with the bow is minimized</p> <p>So that the sea painter is safe under tension</p> <p>In the proper sequence (forward line first, then after line)</p> <p>At the appropriate time</p>

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	Safely launch and recover a fast rescue boat (continued)	<p>Miranda A and B davits)</p> <p>Direct the hook to be attached</p> <p>Signal the Launch and Recovery Supervisor to raise the boat</p> <p>Turn off the engine as the boat is hoisted, and ensure the crew is properly placed in the boat</p> <p>Disembark the boat when directed</p> <p>As Coxswain: Running Alongside Another Vessel Underway (see Endnote 2):</p> <p>Match the course and speed of another vessel</p> <p>Approach the other vessel at a shallow angle</p> <p>Hold station relative to the other vessel in close proximity (or, with RHI fast rescue boats, against the hull of the other vessel)</p>	<p>In accordance with designed</p> <p>Without unnecessary delay, 1 after the crew is ready</p> <p>No later than when the water intakes clear the water</p> <p>When the boat is stable and i safe to do so</p> <p>Behind the bow wake and in of the stern wake of the vessel, keeping one hand throttle and one on the w (substantially and through the exercise)</p> <p>Less than 45 degrees</p> <p>In a manner that allows, or w allow, passing a sea pain the fast rescue boat</p>
	Safely launch and recover a fast rescue boat (continued)	<p>Pick up, ride, and release a sea painter</p> <p>Maneuver the fast rescue boat away from the other vessel</p>	<p>Giving appropriate direction crew member that minim the crew member's time bow</p> <p>So that the sea painter is und tension</p> <p>At a shallow angle while continuing to match the and speed of the other ve and without crossing the</p>

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		<p>As Crewman on Launch and Recovery:</p> <p>Follows the commands of the coxswain</p>	<p>vessel's bow</p> <p>In accordance with these criteria and the designed specifications of the equipment in use</p>
	<p>Know procedures for righting a capsized fast rescue boat</p>	<p>State that built-in self righting mechanisms on fast rescue boats are usually activated by pulling a lanyard mounted on the stern</p> <p>State that some fast rescue boats of 5 meters and less in length can be righted with a righting lanyard</p> <p>State that fast rescue boats 6 meters and greater in length can be righted by parbuckling with another boat, or by being stern towed upside down to the ship for righting with the davit or other lifting device</p>	<p>Student will achieve a minimum 70% on an exam</p>
	<p>Demonstrate methods for righting a capsized fast rescue boat (see Endnote 3)</p> <p>Demonstrate methods for righting a capsized fast rescue boat (continued)</p>	<p>Swim in special equipment (defined as the survival equipment typical of the agency and operational area of the fast rescue boat, but not less than a life vest and clothing)</p> <p>Activate a righting lanyard or simulated lanyard by pulling it</p> <p>Attach a righting lanyard to a fast rescue boat</p> <p>Rigs, or witnesses the rigging of, lines for parbuckling</p> <p>As coxswain, stern tows another vessel (see Endnote 4) including the following steps:</p> <p>Approach the bow of another vessel and stop</p>	<p>A distance equal to twice the length of the fast rescue boat used in the training class, or around the fast rescue boat, or an equal distance around a swimming pool, without assistance or touching the bottom or the side of the pool (except when pulling a righting lanyard)</p> <p>During the swim in open water, approach the bow of the vessel around the boat, or in a pool, approach the bow of the vessel</p> <p>Approximately amidships</p> <p>With one or two lines attached to the stern and the bow</p> <p>Close enough to attach or detach the tow line</p>

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		<p>Direct a crew member to attach the tow line to the other vessel</p> <p>Maneuver the fast rescue boat to pay out line</p> <p>Stop the fast rescue boat and direct that the line be made fast to the bollard</p> <p>Take a strain on the tow line</p> <p>Maneuver the other boat in stern tow</p> <p>As Crewman, perform the steps above at the direction of the coxswain</p>	<p>To a through hull or other appropriate fitting</p> <p>At a safe speed</p> <p>When an appropriate amount of line has been set</p> <p>Without snap loading the line</p> <p>Keeping a constant strain on line</p> <p>When directed and safely</p>
	<p>Know how to handle a fast rescue boat in prevailing and adverse weather and sea conditions</p>	<p>Identify the mishaps that can occur in fast rescue boats by improper handling and in heavy weather, including:</p> <ul style="list-style-type: none"> Becoming airborne Crew ejection Capsizing Broaching when quartering downswell <p>State that at planing speed the coxswain should have one hand on the throttle and one on the wheel</p> <p>State that it is almost always best to reduce speed before making radical course changes</p> <p>Identify breaking waves as a primary cause of capsizing fast rescue boats</p> <p>Identify the sponson tips aft of the transom as a unique feature of RHIs that can cause damage when leaving a boat or ship</p>	<p>Student will achieve a minimum 70% on an exam</p>
	<p>Handle a fast rescue boat at high and low speeds in prevailing weather and sea conditions</p>	<p>Bring the fast rescue boat to planing speed and maneuver left and right</p> <p>Bring the fast rescue boat to a stop from planing speed</p>	<p>With one hand on the throttle and one on the wheel</p> <p>Without losing control of the boat</p> <p>With the crew properly trimmed in the vicinity of the console</p> <p>In a propeller driven boat, by throttling down and shift</p>

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	Handle a fast rescue boat at both high and low speeds in prevailing weather and sea conditions (continued)	<p>Perform “pivot” turns (the tightest possible turn in the smallest amount of time) from a standing start and from a planing start</p> <p>Perform “pivot” turns (continued)</p> <p>At slow speed, approach, stop at, and depart a dock or another boat or ship</p>	<p>neutral after the stern wave hit the transom, or, in a jet boat, by throttling down using the throttle and bucket</p> <p>In the following manner:</p> <p>By turning the wheel only at speed</p> <p>By using the appropriate amount of throttle to change the direction of the bow</p> <p>Without losing control of the boat</p> <p>Turns are within 15 degrees of intended heading, addition</p> <p>In a jet powered fast rescue boat make turns by using the wheel and the bucket in unison</p> <p>At a shallow angle of approach using minimum throttle, without damage to the boat</p>
	<p>Know how to recover a casualty from the water and transfer a casualty to a rescue helicopter or to a place of safety (see Endnote 5)</p> <p>Know how to recover a casualty from the water and transfer a casualty to a rescue helicopter or to a place of safety (continued)</p>	<p>State that the approach to a victim in the water should be from down weather</p> <p>State that a throwing device (indirect approach) can be used for a conscious victim in steep chop</p> <p>State that when the victim is abeam the boat, the engine will be in neutral, and the wheel turned hard over toward the victim (except in jet driven fast rescue boats)</p> <p>State that the crew of the fast rescue boat should be properly trimmed in the vicinity of the console while the fast rescue boat is still at planing speed</p> <p>Explain that a short range device should be used in open water for a victim near the boat because such a device will not reach the propeller (or jet intake), and can be thrown</p>	Student will achieve a minimum 70% on an exam

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	<p>Know how to recover a casualty from the water and transfer a casualty to a rescue helicopter or to a place of safety (continued)</p>	<p>again quickly</p> <p>Describe methods for bringing a victim aboard the fast rescue boat</p> <p>State that during transport of an injured victim, the coxswain should consider the victim's condition, placement in the boat, sea state, and intended course</p> <p>Describe the two common methods for hoisting a person from a fast rescue boat to a helicopter:</p> <p>Underway: where the helicopter takes a fixed course and speed and the fast rescue boat approaches from the starboard side of the aircraft</p> <p>Dead in the Water (DIW): where the fast rescue boat remains in neutral and the helicopter approaches the boat</p> <p>State that the coxswain must consider if the victim's condition allows being hoisted to a helicopter</p>	
	<p>Recover a casualty from the water and transfer to a rescue helicopter or to a place of safety</p> <p>Recover a casualty from the water (continued)</p>	<p>As Coxswain:</p> <p>Approach a victim (or simulated victim)</p> <p>Slow the boat to steerage speed</p> <p>Inform the crew of the side of the boat on which the pick up is intended</p> <p>On a propeller driven fast rescue boat:</p>	<p>At planing speed from down weather</p> <p>At least two boat lengths from victim</p> <p>Verbally</p>

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	Recover a casualty from the water (continued)	<p>With a second member of the crew, bring the victim into the boat</p> <p>Place the victim in the boat for transport</p> <p>As Crew member during an Indirect approach:</p> <p>Throw a rescue quoit to the victim</p> <p>Pull the victim to the boat</p> <p>Take position for pick up and with another member of the crew, bring the victim aboard</p>	<p>With the victim's back to the boat, except when using special equipment that requires a different position, or in special circumstances</p> <p>As directed by the coxswain</p> <p>While holding on to the attachment line</p> <p>To a safe position forward of the transom near the recovery point</p> <p>As above</p>
	<p>Know how to conduct search patterns, and how environmental factors affect their execution</p> <p>Know how to conduct search patterns (continued)</p>	<p>Define "Initial Track Spacing"</p> <p>Figure the reciprocal of a compass heading</p> <p>Demonstrate understanding of an expanding square search pattern</p> <p>Demonstrate understanding of a sector search</p> <p>Demonstrate an understanding of search terms</p> <p>Demonstrate an understanding of</p>	<p>Student will achieve 70% on exam</p> <p>In accordance with the USCG Addendum to the Navigation Manual</p> <p>Accurately</p> <p>Given the compass course for a leg, correctly identify a subsequent leg, and, given an initial compass heading, correctly state the headings for the remaining legs</p> <p>As above</p> <p>Define the terms "Datum" and "POD" accurately</p> <p>Sector searches cover a fixed area more quickly, but involve</p>

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		the uses of sector searches and expanding square searches in different environmental conditions	quartering courses; expanding square searches cover an unlimited area more slowly
	<p>Carry out search patterns taking account of environmental factors and use the fast rescue boat's navigational equipment (compass)</p> <p>Carry out search patterns (continued)</p>	<p>State the reciprocal of a compass heading expressed in three digits</p> <p>As the search plotter: given an initial course, write the remaining headings for either a sector or expanding square search</p> <p>Given ambient conditions, and the Track Spacing table from the National SAR Manual, determine the track spacing for a given target</p> <p>Given an initial speed and arbitrary time increment, direct the coxswain to come to that speed and course</p> <p>With a timer or timing device, direct the coxswain in the performance of an expanding square or sector search</p> <p>As coxswain, operates the fast rescue boat as directed by the plotter</p>	<p>Accurately expressed in three digits</p> <p>Accurately</p> <p>In accordance with the Track Spacing table</p> <p>Verbally with the result that the boat goes the correct speed and direction</p> <p>In the following manner:</p> <p>If an expanding square search, at least to the beginning of the leg</p> <p>If a sector search, all 9 legs</p> <p>All turns are to the right at the correct time to the correct heading (except for error caught and corrected within seconds), with the proviso that an inept coxswain will not cause a student to fail the assessment as plotter</p> <p>To within 10 degrees of the intended courses with all turns to the right</p>

Column 1 STCW Competence	Column 2 Performance Objectives	Column 3 Performance Measures (Mariner knowledge or action including consequences of same) Demonstration or Oral/Written Exam	Column 4 Performance Standard (Criteria against which perform measured)
	Know the use of the communication and signalling equipment on a fast rescue boat (Morse capable flashlight and whistle; plus a radio, see Endnote 6)	Identify the required signalling equipment for a fast rescue boat Identify the definition of a “unit” in Morse Code Identify how many units separate one Morse symbol from another or one code from another State the ratio of dots to dashes in Morse Code Define “code” in accordance with the <i>International Code of Signals</i> (ICS) State proper radio procedure for initiating a radio communication State the difference in signalling procedure between light and sound signals	Student will achieve a minimum 70% on an exam
	Use the communication and signalling equipment on a fast rescue boat (see Endnote 7) Use communication equipment (continued)	Given a list of codes taken from the ICS and a table for Morse symbols, send one or more signals by light, and one or more signals by sound Using a radio of simulated radio, demonstrate communicating with a helicopter or a ship	In the following manner: In accordance with the ICS, for speed of transmission So that the intended signal is intelligible to another person In English in accordance with ICS
	Know the use of the safety/emergency equipment available in a fast rescue boat	Describe the proper use of the tow line, including: Common approaches to another vessel for stern tow Methods of attachment of a tow line The meaning of the terms “catenary” and “in step” Special considerations when towing a liferaft (Note that knowledge of the use of other items of safety/emergency equipment are included in prior or subsequent assessed practical demonstrations, or prerequisite training [e.g., use of a sponge])	Student will achieve a minimum 70% on an exam

Column 1 STCW Competence	Column 2 Performance Objectives	Column 3 Performance Measures (Mariner knowledge or action including consequences of same) Demonstration or Oral/Written Exam	Column 4 Performance Standard (Criteria against which perform measured)
	Use the emergency equipment carried in a fast rescue boat (see Endnote 8)	<p>Use the flashlight, whistle, and radio</p> <p>Use the tow line and sea painter</p> <p>Use the heaving line (rescue quoit)</p> <p>Use the compass</p> <p>Use the fire extinguisher, first aid kit, and thermal protective aids</p> <p>With another student, paddle or row the fast rescue boat</p>	<p>Included in “Use the communication and sign equipment on a fast rescue boat,” above</p> <p>Included in “Demonstrate method for righting a capsized fast rescue boat,” and “Safely launch and recover a fast boat,” above</p> <p>Included in “Recover a casualty from the water...,” above</p> <p>Included in “Carry out search patterns...,” above</p> <p>Included in “Know the outfit rescue boats...,” and/or prerequisite training</p> <p>In a manner that makes, or make, headway in a calm</p>
	Know the maintenance, emergency repairs, normal inflation and deflation of buoyancy compartments of inflated fast rescue boats	<p>Describe repair procedures for a small hole (under 2 inches)</p> <p>Describe repair procedures of a large tear (over 2 inches)</p> <p>Describe the workings and methods of repairing typical sponson valves</p> <p>Explain the use of emergency repair plugs and clamps</p> <p>State that the normal inflation on most sponsons is 2.5 to 3 pounds per inch</p>	Student will achieve a minimum 70% on an exam
Operate a fast rescue boat engine	Know the methods of starting and operating a fast rescue boat engine	<p>For the type of engine and propulsion system in use (diesel-outdrive, diesel-jet, or outboard):</p> <p>Identify the engine and propulsion systems to be checked before operations, start up procedure, operational parameters and gage values, and shut down procedures</p>	Student will achieve a minimum 70% on an exam

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	Start and operate a fast rescue boat engine	<p>For the type of engine and propulsion system being used:</p> <p>Do the following:</p> <p>Pre-operation checks</p> <p>Start the engine and inspect gages or other devices for proper values or operation</p> <p>Operate the engine</p> <p>Stop the engine</p>	According to equipment specifications

T/P Column – T designates that this competency will be evaluated with a written test question and is not evaluated on this form but the score will be marked on the last sheet of this form, P designates that this competency will be evaluated with a practical skills evolution.

Identification Page

Written evaluation score _____ on an exam conducted on ____
_____/_____/_____ at _____

and proctored and graded by _____
_____ Proctor's

Identification Number _____

Table A-VI/2-2 Record of Assessment

ENDNOTES

1. Launch and Recovery. There are at least three fundamentally different types of davits used to launch and recover fast rescue boats: slewing arm, luffing, and cradle launching davits. The performance measures have been reduced to the general principles common to all three types.

There are three categories of the practical assessment for each student:

- As deck supervisor
- As coxswain
 - As crew member

Proper performance in each category is required to make the launch and recovery of a fast rescue boat a safe and effective operation.

For the purposes of practical assessment, any single point davit capable of being attached to the fast rescue boat's lifting apparatus may be used. Riding the boat in or out of the cradle, and up or down from a deck or other place above the water, is specifically excluded as an assessed topic, notwithstanding that this may occur in the course of a training class or practical assessment.

2. Running Alongside Another Vessel Underway. Fast rescue boats are required to be capable of being launched and recovered at 5 knots in calm conditions, and in fact are routinely launched and recovered at higher speeds.

This cannot be accomplished unless the fast rescue boat coxswain can run alongside another vessel underway, and pick up, ride, and release a sea painter.

Hence, running alongside another vessel underway is included as a minimum proficiency for launch and recovery.

This assessment may occur in one of two ways:

If the launch and recovery assessment is accomplished on a ship underway: running alongside and riding a sea painter are integral and contemporaneous.

If the launch and recovery assessment is accomplished on a stationary ship or shore based davit: running alongside and riding a sea painter must occur separately. If a second vessel cannot be procured for this purpose, the requirement can be met by pacing another vessel in close proximity, and "riding" the sea painter at the ship or davit by putting the fast rescue boat in reverse and bringing it into the proper position relative to the hook and lines.

Endnotes to Fast Rescue Boat Assessment/Page 2

3. Righting a Capsized Fast Rescue Boat. While it is required that a fast rescue boat be capable of being immediately righted by the crew, the method for righting is not specified; and built-in righting mechanisms on larger fast rescue boats can fail to operate.

Secondly, it is generally cost prohibitive, even among large training institutions, to actually have a fast rescue boat that can be capsized and righted.

The performance measures for righting therefore address different ways to right different sized boats:

- Activating a simulated lanyard for a built-in righting mechanism during the required swim
- Rigging a righting lanyard for manually righting a small fast rescue boat (virtually the same as righting an overturned liferaft)
- Stern towing, and rigging the lines for parbuckling, for righting a large fast rescue boat whose built-in righting mechanism has failed or will not right for some other reason.

4. Stern Tow Another Vessel. Stern towing is included in this section of the practical assessment, although use of the tow line is also required under the heading of “use emergency equipment,” and the requirement of a fast rescue boat for towing life rafts.

In the event a second vessel cannot be procured for towing, the performance measures can be performed by approaching, attaching to, and “towing” some other object.

5. Transfer a Casualty to a Rescue Helicopter. It is unlikely that a helicopter will be available for this purpose in most fast rescue boat training classes; it is also unlikely that this method of transfer will be chosen in most real cases.

Meeting the requirement to transfer, or to know how to transfer, a casualty to either a rescue helicopter or a place of safety is accomplished through a combination of assessments, some of which are inclusive to other assessments:

- Transferring to a helicopter is assessed in the written test
- Transferring to a shore based facility or second vessel that is stationary is assessed during the slow speed handling of the fast rescue boat
- Transferring to a ship at sea is assessed by the coxswain’s ability to ride a sea painter or recover the boat aboard ship
- Transporting an injured victim aboard the fast rescue boat is assessed during the recovery of casualties from the water.

Endnotes to Fast Rescue Boat Assessment/Page 3

6. Use Communication Equipment: Radios are not included in the equipment list for fast rescue boats. However, since this is the universal method of first choice for communicating from boats, proper radio use according to the ICS has been included.

7. Practical Assessment in the Use of Communication Equipment: The table lists using the communication equipment, that is, the flashlight and whistle, between the fast rescue boat and a helicopter and a ship. Since this is a highly impractical assessment procedure, the requirement can be met by demonstrating the ability to send codes taken from the ICS to another person by light and sound (either whistle, whistling, or voice).

8. Use the Emergency Equipment Carried: For the purposes of the assessment, “emergency” equipment has been defined as the items listed, which also include three items from the “communication” equipment list, and one from the “navigational” equipment.

All of these items are used in the course of other practical assessments, as noted, except the fire extinguisher, first aid kit, and thermal protective aids, which are located and identified during the physical inventory of the fast rescue boat equipment, and the use of which are included in prerequisite merchant mariner training.