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NAVIGATION AND VESSEL INSPECTION CIRCULAR NO. 3 02

Subj: GUIDELINES FOR ASSESSMENT OF MERCHANT MARINERS' PROFICIENCY IN SURVIVAL-CRAFT OR RESCUE-BOATS THROUGH DEMONSTRATIONS OF SKILLS

Ref: (a) International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as amended (STCW), Regulation VI/2 and Section A-VI/2 of STCW Code, incorporated into regulations at 46 CFR 12.01-3
(b) Federal Register dated May 3, 2000, Docket No. USCG-2000-7288-1, Guidelines for Assessing Merchant Mariners' Proficiency Through Demonstrations of Survival-Craft Skills
(c) Guidelines for Assessing Merchant Mariners' Proficiency Through Demonstrations of Survival-Craft Skills, Docket No. USCG-2000-7288, Available at: http://dms.dot.gov

1. PURPOSE. This Circular provides the national performance assessment guidelines for the assessment of merchant mariners' proficiency through demonstrations of survival-craft or rescue-boat skills. These guidelines are for use in training programs approved or accepted by the Coast Guard as meeting reference (a) and by designated examiners (DEs) when carrying out their assessments.

2. ACTION. Officers in Charge, Marine Inspection (OCMIs), should use this Circular when establishing that candidates are entitled to hold STCW-95 certificates attesting proficiency in either survival-craft or rescue-boat skills. OCMIs should also bring this Circular to the attention of the appropriate people in the maritime industry within their zones. This Circular is available on the World Wide Web at **http://www.uscg.mil/hq/g-m/nvic/**. Within the Coast Guard, it will be distributed by electronic means only.

DISTRIBUTION – SDL No. 137

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NON-STANDARD DISTRIBUTION: See Page 3

3. DIRECTIVES AFFECTED. None.

4. BACKGROUND.

   a. The guidance from the International Maritime Organization (IMO) on shipboard assessments of proficiency, MSC/Circular 853, suggests that administrations should develop standards and measures of performance for practical tests as part of a program of training and assessment of mariners. These standards and measures ensure that mariners will be uniformly assessed without regard to individuality of the DEs and will result in standardization, fairness, and consistency. Enclosure (1) provides an overview of the Coast Guard's policy on assessments of mariners as required by the STCW.

   b. The Coast Guard tasked the Merchant Marine Personnel Advisory Committee (MERPAC) to make recommendations for national assessment criteria for certification attesting proficiency in either survival-craft or rescue-boat skills. The National Maritime Center (NMC) then used MERPAC's recommendations to develop proposed national guidelines which were published for public comment in references (b) and (c). There was one response to the request for public comment. MERPAC's recommended guidelines included "knowledge" competencies not included within the national guidelines. The national guidelines focus solely on the practical demonstrations of a mariner's competency. As a result of this process, the final version of the national guidelines contained in enclosures (2) and (3) came about.

5. DISCUSSION.

   a. All merchant mariners who commence training or sea service required by the STCW on or after August 1, 1998, or all merchant mariners applying for STCW certification attesting proficiency in either survival-craft or rescue-boat skills on or after February 1, 2002, are required by 46 CFR 12.10-5(d) or 12.10-9(a) to present documentation demonstrating competence in those skills specified in the appropriate tables of enclosures (2) or (3). The practical demonstrations of skills must otherwise be completed in the presence of, and certified by, a DE. Unless a mariner demonstrates proficiency in the survival-craft or rescue-boat skills required in either enclosure (2) or (3), the OCMI will not issue the STCW certification,

   b. A person assessing mariners for STCW certification attesting proficiency in either survival-craft or rescue-boat skills should use the guidelines in either enclosure (2) or (3) or an alternative as discussed in paragraph 5. c when assessing practical demonstrations of proficiency.

   c. Those who assess the proficiency of mariners may refine these published guidelines and develop innovative alternatives; however, any deviations from these guidelines must be submitted to the NMC for Coast Guard approval before use. A training institution submitting a course that leads to certification attesting proficiency in survival-craft or rescue-boat skills should either state that the guidelines in enclosure (2) or (3) will apply or otherwise identify the guidelines to be used.

d. Merchant mariners required to demonstrate proficiency through demonstrations of either survival-craft or rescue-boat skills should use these guidelines for self-study and self-assessment.

PAUL J. PLUTA
ASSISTANT COMMANDANT FOR MARINE
SAFETY & ENVIRONMENTAL PROTECTION

Encl: (1) Assessments of Mariners
(2) Assessment Guidelines for Table A-VI/2-1, Proficiency in Survival-Craft Skill Demonstrations
(3) Assessment Guidelines for Table A-VI/2-1, Proficiency in Rescue-Boat Skill Demonstrations

Non-Standard Distribution:

B:a G-M(1); G-MS(1); G-MSO (4)

D:l CG Liaison Officer MILSEALIFTCOMD (Code N-7CG) (1); CG Liaison Officer MARAD (MAR-720.2) (1).

ASSESSMENTS OF MARINERS

1. ASSESSMENT OF SKILLS.

   a. All mariners who commence training or sea service required by the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 (STCW), on or after August 1, 1998, or all mariners who apply for STCW certification attesting proficiency in survival-craft or rescue-boat skills on or after February 1, 2002, must demonstrate to a designated examiner (DE) minimum competency in certain knowledge, understandings, and proficiencies. Without evidence to this effect, no endorsement will be issued.

   b. Traditionally, in the United States, the Coast Guard has measured mariners' competency through assessments of knowledge. Knowledge-based components of this competency usually involve the recalling of facts or concepts, and written examinations are normally valid and reliable instruments for assessing such components. Historically, the Coast Guard has issued licenses and documents based predominantly on written essay and multiple-choice examinations. Currently, the Coast Guard employs a bank of over 25,000 multiple-choice questions to examine mariners.

   c. Assessment of understanding is more complex than assessment of knowledge. Understanding involves specific principles and information processes necessary to analyze alternatives, make conclusions, make choices and decisions, or affect outcomes. Because it is a covert characteristic, understanding must be ascertained through assessment of an overt behavior that demonstrates understanding. Ascertainment can employ a variety of mechanisms, ranging from written problems involving calculations or analysis of facts to practical demonstrations requiring diagnostic or analytical reasoning. Many of the Coast Guard's 25,000 written questions for multiple-choice examinations involve problems that assess an understanding; but, in many instances, complete understanding is best measured through actual assessment of a mariner's performance.

   d. Guidance provided by the IMO on certain assessments of proficiency requires development of standards and measures of performance for practical tests as part of seafarers' training programs. This is a new requirement for many flag-state administrations and their maritime industries. Performance assessment is part of a larger, well established body of knowledge called instructional system design (ISD). Within this body, assessment methodologies range from the simple and straightforward to the complex and difficult. For the purposes of STCW, the Coast Guard believes the simplest and most straightforward approach works best and has decided to develop a set of national guidelines. In these, a performance standard has three components: the condition, the behavior, and the criteria. The first establishes the conditions under which the candidate must demonstrate the knowledge, understanding or proficiency.

The second specifies the precise set of knowledge, understandings, or skills (the 'behaviors') that must be recalled, demonstrated or performed. The third is the particular acts against which we measure an applicant's behavior to determine if the performance can be considered minimally competent.

e. The third component is normally expressed in terms of "measures" or combinations of "measures," such as a time limit or requirement, a specific sequence, a number or a percentage, a tolerance, or a degree of conformance or accuracy required. For highly critical skills, the criteria may require precise answers, require exact sequences of actions, or have very small tolerances of errors or degrees of conformance. For instance, missing just one step of a sequence may constitute failure because that step was critical to achieving the final outcome. In less-critical skills, wider tolerances or degrees of conformance may pass; however, in every case the applicant must demonstrate the minimal level of competence set forth in the criteria.

2. DEVELOPMENT OF STANDARDS.

a. While the STCW Code gives broad guidance on the standards of performance and methods of assessment, the responsibility for the development of specific performance standards for each competency lies with the training provider. Development of valid and reliable performance standards is a resource-intensive effort. To minimize cost to the industry, promote uniformity, expedite the development process, and provide valid examples of these new performance standards, the Coast Guard asked that the Merchant Marine Personnel Advisory Committee (MERPAC) develop recommendations for a set of these standards.

b. MERPAC developed the core elements of a set of these standards and forwarded them to the Coast Guard. We reviewed the initial recommendations and compared them to the requirements of the STCW. We incorporated the final products into the proposed national assessment guidelines and published them in the Federal Register for public comments. After considering the comments, we have made them the standards for identifying minimum levels of competence during demonstrations of a mariner's proficiency.

c. We encourage companies and maritime training institutions to use the national guidelines for assessment of STCW proficiencies in training programs submitted for our approval or for acceptance by a recognized quality-standards system. They should use them during STCW proficiency assessments conducted by their DEs. They may develop alternative assessment standards; however, they may not use these in accepted or approved training programs until we have reviewed and approved them.

3. WRITTEN EXAMINATIONS.

a. Written examinations used in training programs under the STCW deserve particular emphasis. Companies and maritime training institutions should review their written instruments for assessing each knowledge-based and understanding-based competency from the STCW to ensure they include at least one question for each competency in the appropriate table from Part A of the STCW Code.

b. Companies and maritime training institutions should also have multiple questions for addressing each knowledge-based and understanding-based competency from the STCW to afford candidates a fair opportunity to demonstrate minimum ability. If only one question assessed a required knowledge or understanding, an incorrect answer would constitute a failure to have demonstrated the knowledge or understanding and would leave the candidate ineligible to have that competency certified by the DE, unless the DE used an alternative method. Accordingly, it would be preferable for the assessment to contain several questions. For example, in a written multiple-choice examination, if four questions concerned the same critical knowledge, three correct answers and one incorrect answer would meet the requirements for minimum competency if the performance standard was a 70% score. In this case the mariner would qualify as competent for that knowledge.

Assessment Guidelines for TABLE A-VI/2-1

Proficiency in Survival-Craft Skill Demonstrations

Skills that must be demonstrated:

1. Give correct commands for launching and boarding a survival-craft
2. Prepare and safely launch a survival-craft
3. Safely recover survival-craft
4. Start and operate a survival-craft engine
5. Steer (command) a survival-craft under oars
6. Row a survival-craft
7. Use of survival-craft equipment
8. Rig devices to aid location

Knowledge based competencies may be assessed through a written multiple-choice examination. The student must achieve a minimum-passing grade of 70%.

Skill demonstrations

As part of an approved Proficiency in Survival-Craft course, students must meet the standards of competence set out in STCW Code Table A-VI/2-1. Each student must perform each required demonstration.

Using actual equipment, students must correctly demonstrate the skills listed above. The students will demonstrate their ability to steer (command) a lifeboat under oars and carry out rowing commands in a survival-craft. Students steering the lifeboat will demonstrate getting underway, steering a straight course, turning to port in the shortest possible distance, turning to starboard in the shortest distance, stopping, and going astern while steering as straight a course as possible using both rudder and oars. For candidates for proficiency in survival-craft other than fast rescue-boats who serve on vessels that don't carry lifeboats, the assessment criteria should be modified as required to evaluate the launch, operation, and recovery of rescue-boats. Assessment guidelines for launching and recovery of rescue-boats are included here. If candidates only demonstrate the launching and recovery of rescue-boats other than fast rescue-boats, the certificate issued will be restricted to service on vessels that are not required to carry lifeboats. The assessment guidelines for rescue-boats follow those for lifeboats.

The examiner should use a checklist in conducting assessments of practical demonstrations of skill. Checklists allow a training institution or designated examiner to ensure that critical tasks are not overlooked when evaluating students' practical demonstration. Assessment guidelines establish the conditions under which the assessment will occur, the performance or behavior students are to accomplish, and the standards against which the performance is measured. As a convenience, sample checklists are provided for some of the required practical demonstrations.

Checklists were developed for skills that required the performance of numerous tasks in proper sequence. Checklists for less complex skills have not been developed. However, training institutions and designated examiners will want to develop their own checklists for use in the assessments. Students either pass or fail the assessment in accordance with the checklists attached.

Oar Commands

Each student commanding a lifeboat will use the commands listed in Checklist 5. Each student rowing a lifeboat will carry out the commands listed in Checklist 6.

1. DEMONSTRATION: Give correct commands for launching and boarding a survival-craft

Given a lifeboat properly stowed on a gravity davit system, when hearing the abandon ship signal or the order to lower the lifeboat, the student will give the correct commands to launch the boat.

Following each performance objective is the same expression in a columnar format:

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Take care of a survival-craft during and after launch.	Command launching the lifeboat.	Using a lifeboat properly stowed on gravity davits, when hearing an abandon ship signal or the order in English to lower the lifeboat,	the candidate will command launching the boat.	1. Commands were issued in proper sequence. 2. All tasks to launch the boat were verified. 3. The boat was launched in ten minutes.

If the candidate properly carries out all the tasks listed, and launches the lifeboat in ten minutes, he or she passes. If the candidate fails to properly carry out any task, or fails to launch the boat in ten minutes, he or she fails the practical examination. If the candidate fails, he or she should receive remedial training and be re-examined.

2. DEMONSTRATION: Prepare and safely launch a survival-craft

Given a lifeboat properly stowed on a gravity davit system, when given orders to perform tasks necessary to prepare and launch a lifeboat, the candidate will correctly perform the tasks.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Take care of a survival-craft during and after launch.	Launch the lifeboat.	Using a lifeboat properly stowed on gravity davits,	the candidate will perform the following tasks: 1. ready the boat for launch; 2. pass the sea painter; 3. secure the sea painter; 4. attend the frapping lines; 5. release tricing pendants; and 6. operate winch and brake.	The candidate: 1. removed boat cover and strong backs; plugged drain; readied man ropes; shipped tiller; checked that the painter was secure to thwart; and removed gripes; 2. led the painter inside falls and outboard of all obstructions; 3. removed slack and secured well forward by a round turn and figure eights on the bitts; 4. passed frapping lines around falls after the tricing pendants pulled boat into side of the ship, and slacked as ordered during the boat's descent; 5. on command, let go tricing pendants; and 6. on command, lifted brake release and lowered boat.

2. DEMONSTRATION: Safely recover survival-craft

Given a lifeboat in the water, the candidate will command bringing the lifeboat under the falls, hooking the boat to the falls, raising the boat to the embarkation deck, raising the boat to its stowed position, and securing the boat.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Take charge of a survival-craft during and after launch.	Safely recover a lifeboat.	Using a lifeboat in the water,	the candidate will command: 1. bringing the lifeboat under the falls; 2. hooking the boat to the falls; 3. raising the boat to the embarkation deck; 4. raising the boat to its stowed position; and 5. securing the boat.	1. Commands were issued in proper sequence. 2. All tasks needed to recover the boat were verified. 3. The boat was recovered and secured within 15 minutes.

3. DEMONSTRATION: Start and operate a survival-craft engine

Given a lifeboat equipped with an inboard engine, the candidate will start and operate the engine.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Operate a survival-craft engine.	Start and operate a lifeboat engine.	In a lifeboat equipped with an inboard engine,	the candidate will start and operate the lifeboat engine.	1. The oil and cooling water levels were in accordance with manufacturer's recommendations. 2. Actions taken to start the engine were in accordance with operator's manual for the type of engine, hand crank, electric, or hydraulic. 3. The engine was operated in forward, neutral, and reverse.

4. DEMONSTRATION: Steer (command) a survival-craft under oars

Given a lifeboat in the water, the candidate will get underway, steer a straight course by lifeboat compass, turn to port and starboard in the shortest possible distance, and stop and go astern while steering as straight a course as possible using both rudder and oars.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Manage survivors and survival-craft after abandoning ship.	Steer (command) a survival-craft under oars.	In a lifeboat in the water,	the candidate will: 1. get the boat underway; 2. steer a course by LB compass; 3. turn to port; 4. turn to starboard; 5. stop; and 6. go astern.	1. Commands were issued in proper sequence. 2. Straight courses were ± 6°of direction given by the examiner. 3. Oarsmen carried out commands together.

5. DEMONSTRATION: Row a survival-craft

Given a lifeboat in the water, the candidate will carry out oar commands to row a lifeboat.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Manage survivors and survival-craft after abandoning ship.	Row a lifeboat.	In a lifeboat in the water,	the candidate will respond correctly to the following commands: 1. stand by the oars; 2. out oars; 3. stand by to give way; 4. give way; 5. oars; 6. hold water; 7. back water; 8. way enough; and 9. boat the oars.	1. Actions in response to the commands were correct. 2. The oarsmen carried out the actions in response to commands together.

7. DEMONSTRATION: Rig devices to aid the location of a lifeboat

Given a lifeboat radar reflector, the candidate will correctly rig the lifeboat radar reflector and position the SART.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Use locating devices, including communication and signaling apparatus and pyrotechnics.	Use signaling apparatus.	Given a survival-craft radar reflector and a SART,	the candidate will correctly rig the following devices to aid location: 1. the boat's radar reflector; and 2. the survival-craft SART.	1. The radar reflector was rigged to maximize its radar return. 2. The SART was positioned to maximize its signal output.

8. DEMONSTRATION: Use of survival-craft equipment

Given a SOLAS approved lifeboat, the candidate will demonstrate the correct use of the lifeboat equipment.

STCW competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Use locating devices, including communication and signaling apparatus and pyrotechnics.	Demonstrate correct use of survival-craft equipment.	Using a SOLAS approved lifeboat,	the candidate will demonstrate the correct use of the following equipment: 1. bilge pump; 2. rainwater collection device; 3. sea anchor; and 4. thermal protective aids.	1. The bilge pump was readied for pumping. 2. The rain-water collection device was correctly deployed. 3. The deployment of the sea anchor was simulated. 4. A TPA was correctly donned.

Checklist 1. Give correct commands for launching a survival-craft	*PASS*	*FAIL*
Muster crew and verify boat assignment		
1. Verify individuals know their tasks as identified in the station bill	Y	Y
2. Reassign tasks as necessary for missing or injured individuals	Y	Y
Visually inspect crew and passengers to ensure		
1. PFD's are properly worn	Y	Y
2. Crew brings their survival suits, if required	Y	Y
3. Hard hats are worn by launching crew; remainder have appropriate head covering	Y	Y
Verify crewmembers bring equipment identified in their station bill as assigned		
1. Radio Officer/Deck Officer – Radio, L/B VHF, SART	Y	Y
2. GSU – Blankets	Y	Y
3. Boat Engineer – Tools	Y	Y
Prior to launch, visually inspect		
1. Hull	Y	Y
2. Davits	Y	Y
3. Sea painter	Y	Y
4. Tricing pendants	Y	Y
5. Releasing-gear lever in closed position	Y	Y
6. Vessel list to determine if lifeboat can be launched	Y	Y
7. Davit tracks for damage or obstructions	Y	Y
8. Obstructions below in way of boat	Y	Y
9. Drain plug is in place	Y	Y
10. Oars and compass	Y	Y

Prepare the lifeboat for launch		
1. Remove cover and strongback from lifeboat, if fitted	Y	Y
2. Install boat plug	Y	Y
3. Check releasing lever in the non-release position	Y	Y
4. Lower man ropes	Y	Y
5. Lead sea painter forward and make fast	Y	Y
6. Ship the rudder	Y	Y
8. Release gripes	Y	Y
Lower boat to the embarkation deck		
9. Raise winch-brake handle to lower away to embarkation deck	Y	Y
10. Reduce rate of descent and put on brake before tricing pendants take all the weight of the boat	Y	Y
11. Pass the frapping lines and make them taut	Y	Y
12. Order crewmembers into boat and to be seated* * If it is unsafe for the survival-craft crew to ride the survival-craft from the embarkation position to the water, this task should be simulated.	Y	Y
13. Order launch crew to release tricing pendants	Y	Y
Lower boat to the water		
14. Release brake and allow lifeboat to lower to the water	Y	Y
15. Order crewmember to release boat from falls by changing the release lever position	Y	Y
16. Order crewmembers to manually release the falls, according to sternway or headway, if survival-craft does not have automatic releasing gear	Y	Y
17. Complete task in 10 minutes	Y	Y

Checklist 2. Prepare and safely launch a survival-craft	*Pass*	*Fail*
A. Ready the boat for launch **On command, the student will:**		
1. Remove the boat cover and strong backs (if fitted)	Y	Y
2. Insert the drain plug	Y	Y
3. Ready the manropes	Y	Y
4. Ship the tiller	Y	Y
5. Check that the painter is secure to the thwart	Y	Y
6. Remove gripes	Y	Y

B. Pass and secure the sea painter **On command, the student will:**		
1. Lead painter inside falls and outboard of all obstructions	Y	Y
2. Remove slack	Y	Y
3. Secure to a bitt on the main deck well forward by a round turn and figure eights	Y	Y

C. Attend frapping lines and tricing pendants **On command, the student will:**		
1. Pass frapping lines around falls after the tricing pendants pull boat into side of the ship	Y	Y
2. Secure with figure eights to cleat on davit arm	Y	Y
3. Slack as ordered during the boat's descent	Y	Y
4. When ordered, release tricing pendants	Y	Y

D. Operate winch and brake during lowering the boat **On command, the student will:**		
1. Lift brake release and lower boat, as directed by person-in-charge	Y	Y

Checklist 3. Safely recover a survival-craft	*PASS*	*FAIL*
1. Recover the sea painter and secure to forward thwart	Y	Y
2. Check that falls are not twisted and hooks are facing each other	Y	Y
3. Ease frapping lines out	Y	Y
4. Order crewmember to connect forward fall if vessel is making headway, or to connect aft fall if vessel is making sternway	Y	Y
5. Order crewmember to connect remaining fall	Y	Y
6. Secure releasing gear	Y	Y
7. Order boat raised by electrical hoist to just above the embarkation deck so that tricing pendant can be made fast * * If it is unsafe for the survival-craft crew to ride the survival-craft from the water to the disembarkation position, this task should be simulated.	Y	Y
8. Lower boat to embarkation deck to disembark passengers and crew	Y	Y
9. Remove drain plug	Y	Y
10. Order boat raised by winch	Y	Y
11. Check limit switches	Y	Y
12. Resume raising boat by winch until stopped by limit switches. Switch off power to the winch	Y	Y
13. Order the boat raised to the boat cradle, using hand cranks, for the last 12 inches. Don't allow winch brake to be used when hand cranks are in place or being used.	Y	Y
14. Secure locking bars	Y	Y
15. Pass the gripes. Tighten the gripe turnbuckles until boat is pulled in against keel stops.		
16. Lower boat until it rests on keel stops	Y	Y
17. Release sea painter from forward deck and stow in boat	Y	Y
18. Replace strongback and boat cover, if fitted	Y	Y
19. Complete task in 15 minutes	Y	Y

Checklist 5. Steer (command) a survival-craft under oars	*Pass*	*Fail*
Give the command to fend off the bow **Give the command, "Stand by the oars"**	Y	Y
1. Crew picks up the oars at the loom so that the blades rest flat on the forward gunwales, pushes oars forward until the handles are over the respective thwart		
Give the command, "Out oars"	Y	Y
1. Crew lifts the oars and places them in the oar locks		
Give the command, "Stand by to give way"	Y	Y
1. Crew holds oars horizontally, blades perpendicular, with the wrists straight and arms extended full length; leans forward until knuckles almost touch the back of the person in front		
Give the command, "Give way"	Y	Y
1. Crew dips three-quarters of the blade into the water, braces feet against the stretcher, leans back, and draws the handle up to the chest 2. At the end of the first stroke, crew feathers the oars by rotating the wrists inward 3. Crew leans forward and repeats steps 1 and 2		
STEER THE LIFEBOAT IN A STRAIGHT LINE BY COMPASS	Y	Y

TURN THE LIFEBOAT TO PORT IN THE SHORTEST DISTANCE	Y	Y
1. Turn rudder to port (put tiller to starboard) 2. Hold water port 3. Give way starboard 4. Backwater port		
TURN THE LIFEBOAT TO STARBOARD	Y	Y
1. Turn rudder to starboard (put tiller to port) 2. Hold water starboard 3. Give way port 4. Backwater starboard		
STOP THE LIFEBOAT	Y	Y
1. Hold water all		
STEER ASTERN	Y	Y
1. Backwater all 2. Adjust steering as necessary to achieve ± 6°		

Checklist 6. Row a survival-craft	*PASS*	*FAIL*
On the command, "Stand by the oars"	Y	Y
1. Picks up the oar at the loom so that the blade rests flat on the forward gunwales, push oars forward until the handle is over the respective thwart		
On the command, "Out oars"	Y	Y
1. Lifts the oar and places it in the oar lock		
On the command, "Stand by to give way"	Y	Y
1. Holds oar horizontally, blade perpendicular, with the wrists straight and arms extended full length; leans forward until knuckles almost touch the back of the person in front		
On the command, "Give way"	Y	Y
1. Dips three-quarters of the blade into the water, braces feet against the stretcher, leans back, and draws the handle up to the chest 2. At the end of the first stroke, feathers the oar by rotating the wrist inward 3. Lean forward and repeats steps 1 and 2		
On the command, "Oars"	Y	Y
1. Complete the stroke, stop rowing, and bring the oar horizontal at right angles to the keel with the blades held flat		
On the command, "Hold water"	Y	Y
1. Complete the stroke, stop rowing, dip the oar about half way into water and hold water to stop the way on the boat.		

On the command, "Back water"	Y	Y
1. Row in astern motion		
On the Command, "Way enough"	Y	Y
1. When rowing ahead, complete the stroke, raise oars with crook of elbow to about 30 degrees, swing blade forward, and place oars in the boat		
On the command, "Boat the oars"	Y	Y
1. From "Oars," place the oars in the boat with blades forward		

REFERENCES:
LIFEBOAT MANUAL
AMERICAN MERCHANT SEAMAN'S MANUAL

Assessment Guidelines for TABLE A-VI/2-1

Proficiency in Rescue-Boat Skill Demonstrations

STCW Competence	Knowledge, understanding and proficiency (KUP)	Performance Condition	Performance Behavior	Performance Standard
Take charge of a rescue-boat during and after launch.	Command launching the rescue-boat.	Using a rescue-boat properly stowed on single-arm davit, mounted on a pier or a ship, when hearing an order in English to lower the rescue-boat,	the candidate will command the launching of a rescue-boat.	The candidate issued the following orders in proper sequence and verified they were properly carried out: 1. remove boat cover and securing lines; put in drain plugs if fitted, check fuel- and lube-oil levels, test engine, and make sure all rescue gear is aboard; 2. check that the sea painter is properly attached; 3. secure control lines (if fitted) at rescue-boat bow and stern; 4. check that the out drive has been lowered; 5. swing rescue-boat to the embarkation position; and 6. lower rescue-boat to water*. * If it is unsafe for the rescue-boat crew to ride the rescue-boat from the embarkation position to the water, this task should be simulated.
	Launch the rescue-boat.	Using a rescue-boat properly stowed on single-arm davit, mounted on a pier or a ship, when hearing the orders in English to prepare and lower the rescue-boat,	the candidates, acting as members of the launch crew, will prepare and launch a rescue-boat.* *Candidates will be rotated through all assigned tasks to determine if they have achieved competence.	When ordered, the candidate correctly performed the following tasks: 1. readied the rescue-boat for launch; 2. properly passed and secured the sea painter and control lines (if fitted); 3. lowered the outdrive; 4. positioned the rescue-boat at the embarkation site; and 5. lowered the boat on command.

STCW Competence	Knowledge, understanding and proficiency (KUP)	Performance Condition(s)	Performance Behavior	Performance Standard
Operate a rescue-boat engine.	Operate the rescue-boat during launch.	Using a rescue-boat, when hearing the order in English to man the rescue-boat,	the candidate will act as coxswain and operate the rescue-boat during launch.	The candidate: 1. boarded the rescue-boat; 2. when afloat, started the engine; 3. ordered the release of the releasing hook, after control line (if fitted), forward control line (if fitted), and painter; and 4. departed the ship's side at a shallow angle.
	Operate the rescue-boat during launch.	Using a rescue-boat, when hearing the order in English to man the rescue-boat,	the candidate will act as a member of the rescue-boat crew and will carry out all commands during launch.	The candidate: 1. boarded the rescue-boat; 2. released the releasing hook, after control line (if fitted), forward control line (if fitted), and painter; and 3. fended off as ordered.
Take charge of a rescue-boat during recovery.	Recover the rescue-boat.	Given a rescue-boat in the water connected to the fall of a single-arm davit, mounted on a pier or a ship, when hearing the orders in English to recover and stow a rescue-boat,	the candidate will act as a member of the recovery crew and will recover and stow the rescue-boat.* *Candidates will be rotated through all assigned tasks to determine if they have achieved competence.	When ordered, the candidate correctly performed the following tasks: 1. lowered the painter and control lines to the appropriate height above the water; 2. tended the forward and after control lines (if fitted); 3. lowered the hook; 4. hoisted the rescue-boat to the disembarkation position while tending the control lines (if fitted)*; 5. disembarked the rescue-boat crew; 6. swung the rescue-boat to its stowed position; and 7. properly secured the rescue-boat. * If it is unsafe for the rescue-boat crew to ride the rescue-boat from the water to the disembarkation position, this task should be simulated.

Knowledge, understanding and proficiency	Knowledge, understanding, and proficiency (KUP)	Performance Condition(s)	Performance Behavior	Performance Standard
	Operate the rescue-boat during recovery.	Using a rescue-boat in the-water and connected to the fall of a single-arm davit, mounted on a pier or a ship, when hearing the order in English to return to the ship,	the candidate will operate the rescue-boat during recovery.	The candidate: 1. positioned the rescue-boat under the sea painter eye; 2. directed the crew to grab the sea painter; 3. rode the painter until the boat was in the appropriate position; 4. directed the crew to secure the sea painter on his/her command; 5. directed the crew to secure the forward control line (if fitted), and the after control line (if fitted); 6. directed the crew to secure the releasing hook to the rescue-boat bridle; and 7. secured the engine properly as safety required.
	Command the recovery and stowage of the rescue-boat.	Given a rescue-boat in the water connected to the fall of a single-arm davit, when hearing the order in English to recover the rescue-boat,	the candidate will command the recovery and stowage of the rescue-boat.	The candidate issued the following orders in proper sequence and verified they were properly carried out: 1. lower the painter and control lines to the appropriate height above the water; 2. tend the forward and after control lines (if fitted); 3. lower the hook when he/she signals for it; 4. hoist the rescue-boat to the disembarkation position while tending the control lines (if fitted)*; 5. disembark the rescue-boat crew; 6. swing the rescue-boat to its stowed position; and 7. properly secure the rescue-boat. * If it is unsafe for the rescue-boat crew to ride the rescue-boat from the water to the disembarkation position, this task should be simulated.