

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET C)

|                                       |                 |                     |                 |              |  |
|---------------------------------------|-----------------|---------------------|-----------------|--------------|--|
| <b>NAME:</b>                          |                 | <b>STUDENT No.:</b> |                 | <b>Date:</b> |  |
| <b>Shipboard Training Particulars</b> | <b>Vessel 1</b> | <b>Vessel 2</b>     | <b>Vessel 3</b> |              |  |
| <b>Vessel Name</b>                    |                 |                     |                 |              |  |
| <b>Vessel Type</b>                    |                 |                     |                 |              |  |
| <b>Gross Tonnage (GRT)</b>            |                 |                     |                 |              |  |
| <b>Date of Embarkation</b>            |                 |                     |                 |              |  |
| <b>Date of Disembarkation</b>         |                 |                     |                 |              |  |

| FUNCTION 1: NAVIGATION AT THE OPERATIONAL LEVEL   |   |   |                                    |  |                |    |          |     |
|---|---|---|------------------------------------|--|----------------|----|----------|-----|
| Questions   | Competence  | TRB Ref No.                               | MCL Course Code                    | Performance Standard   | Standards Met? |    | JUDGMENT |     |
|   |   |   |                                    |  | YES            | NO | C        | NYC |
| 1. You are navigating in a channel, heading eastbound and you see a North Cardinal buoy Dead ahead, where will you put it when you pass clear of it, to your port or starboard side? Why? | Plan and conduct a passage and determine position | 1.6.2<br>1.6.5                            | MT 143<br>MT144<br>MT144L          | Demonstrates familiarity with the relevance of the cardinal buoys by pointing out from the illustration the safe side to pass when they are encountered.                                 |                |    |          |     |
| 2. Explain how you estimate for the Dead Reckoning position in the absence of a fixed position of the vessel at any given time.   | Plan and conduct a passage and determine position | 1.8                                       | MT144<br>MT144L                    | Calculates the speed made good between known position fixes, considers the prevailing weather condition, wind and current, averages the speed and estimates the DR position of the ship. |                |    |          |     |
| 3. How does a Gyro-compass work? What adjustments do you need to do in order for this   | Plan and conduct a passage and determine position | 1.5.1<br>1.5.2<br>1.5.3<br>1.5.4<br>1.5.5 | MT126<br>MT126L<br>MT142<br>MT142L | Discusses the principle by which the gyro-compass operate and explain the speed and latitude calibration adjustments and how is contributes to the accuracy of the compass.              |                |    |          |     |

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| <p>equipment to perform with optimum accuracy?</p> <p>.1 How do magnetic compasses work?</p> <p>.2 What causes them to have errors?</p> <p>.3 How do you apply the errors detected on your gyro and magnetic compass</p>   |   |                                  |                                    | <p>.1 Explains the principle by which the magnetic compass operates and explain the influence of the magnetic poles on the compass</p> <p>.2 Infers that current fluctuation, power surges and improper maintenance of the gyro-compass contributes to the gyro compass error's presence</p> <p>.3 Infers that the magnetic variations on various locations on earth are responsible for the errors found on the magnetic compass.</p>  |  |  |  |  |
| <p><b>4.</b> How do you get the error on a magnetic compass? Explain how you can use a celestial body in establishing the magnetic compass error?</p> <p>.1 How do you determine an error on the gyro compass? Infer and evaluate the alternative means of detecting such errors aside from celestial observation and justify your inference?</p> <p>.2 How do you apply errors on the compass, to achieve the correct compass course, compass bearings, true course and true bearings</p> | Plan and conduct a passage and determine position | 1.5.1<br>1.5.2<br>1.5.3<br>1.5.4 | MT126<br>MT126L<br>MT142<br>MT142L | <p>Calculates the magnetic compass error by solving for the deviation and comparing the corrected compass bearing to the true bearing of the star Polaris. Example:<br/>C= 099      T= 200<br/>D= +2E      V= +2W<br/>M= 101      M= 202<br/>V= -1W      D= -3E<br/>T= 100      C= 199</p> <p>.1 Compares the geographical heading of the berth (where vessel is docked) to the gyro and magnetic compass heading and work out the compass error using the above-mentioned calculation format</p> <p>.2 Cites the rule of thumb on the application of errors on both magnetic and gyro compass when <i>correcting (From Compass to True Easterly errors are additive and Westerly errors are additive) Un-correcting (From True to Compass, Westerly errors are additive and Easterly errors are subtractive)</i> them.</p> |  |  |  |  |
| <p><b>5.</b> In your experience during your Bridge watchkeeping duties, how do you make use of the information you</p>   | Maintain a safe navigational watch                | 1.2.2<br>1.2.3<br>1.9.1<br>1.9.2 | MT126<br>MT126L<br>MT142<br>MT142L | <p>Checks and plot position at regular intervals every hour in the open sea and as frequent as possible in coastal and in pilot waters while monitoring the following: (any 4 of the below)</p> <p>.1 Radar/ARPA targets</p>  |  |  |  |  |

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| derive from the various navigation equipment that are found on the Bridge?<br>How do you apply them to ensure a safe watch?   |                                    | 1.9.3<br>1.9.4<br>1.9.4<br>1.9.5<br>1.9.6<br>1.9.7<br>1.9.8<br>1.9.9<br>1.9.10<br>1.9.11<br>1.9.12<br>1.9.13<br>1.9.13<br>2.1.6 | MT145<br>MT145L<br>MT146<br>MT146L<br>MT147<br>MT147L | .2 AIS<br>.3 Weather Report<br>.4 Navtex<br>.5 VHF Radio<br>.6 DSC Broadcasts  |  |  |  |  |
| <b>6.</b> Where and how do you record the ship's daily activities during navigation and<br>.1 Where and how do you register the ship's movements during maneuverings?<br>.2 <i>Situation:</i> Your vessel is navigating in zero visibility condition in a channel with light traffic. How does the Master carry out Blind Pilotage? | Maintain a safe navigational watch | 2.1.1<br>2.6.1<br>6.3.1<br>6.3.2<br>7.3.1<br>7.3.2<br>3.3.4   | MT126<br>MT126L<br>MT147<br>MT147L<br>MT145<br>MT145L | Carry out logbook entries of vessel activities during navigation.<br><br>.1 Makes bell book entries during maneuvering using accepted entry conventions and practices.<br><br>.2 Discusses that during Blind Pilotage, the Mates are asked to plot the vessel position accurately and mark all the buoys that they will encounter during the passage. With extreme care, said buoys are marked accordingly as soon as the vessel passes abeam on them and recorded in the vessel's movement book as necessary. Explains that all estimated passing times to the subsequent buoys and waypoints are calculated progressively to for them to anticipate the corresponding actions to take. This is done until the vessel is past clear of the restricted visibility and is able to navigate the vessel under normal visibility conditions. |  |  |  |  |
| <b>7.</b> How is the Bridge Team managed on board and how are responsibilities allocated to each member.  | Maintain a safe navigational watch | 20.1.1<br>20.1.2<br>20.2.2<br>20.2.3  | MT162-2   | Recognizes the respective duties and responsibilities of each team member and assign tasks that corresponds to their competence.   |  |  |  |  |

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| <p><b>8.</b> How do you analyze and interpret information obtained from the radar?</p> <p>.1 What are the factors affecting its performance and accuracy?</p>  | <p>Use of radar and ARPA to maintain safety of navigation</p> | <p>1.9.1<br/>1.9.2<br/>1.9.3<br/>1.9.4<br/>1.9.6<br/>3.2.1<br/>3.2.2<br/>3.2.3</p> | <p>MT122<br/>MT122L<br/>MT145<br/>MT145L</p> | <p>Demonstrates proper use of Radar using a Bridge simulator and avoid targets on the following situations in accordance with the International Regulation for Preventing Collisions at Sea, 1972 as amended:</p> <p>.1 Rule 13-Overtaking Situation<br/>.2 Rule 14-Head On Situation<br/>.3 Rule 15-Crossing Situation<br/>.4 Proper tuning, sea and rain clutter elimination and interference rejection affects the accuracy of Radar information.</p>  |  |  |  |  |
| <p><b>9.</b> Why do you need to use the SMCP in communicating with your colleagues on board? What is its relevance to the shipboard operation?</p>             | <p>Use of radar and ARPA to maintain safety of navigation</p> | <p>7.1.1<br/>7.1.2<br/>7.4.1<br/>7.4.4</p>   | <p>MT126<br/>MT126L<br/>MT153<br/>MT153L</p> | <p>Uses Standard Marine Communication Phrases (SMCP) and closed loop communication at all times to ensure that all messages are conveyed and understood clearly. Eliminates ambiguity thru the use of SMCP to avoid miscommunication which could lead to problems that could be very costly for the ship owner (i.e. wrong distribution of trimming weight resulting to a trim by the head at completion of loading; over draught due to poor understanding of loading terminal's instructions; allision with a vessel at the bow due to confusing reports from the Mate stationed forward, etc.)</p> |  |  |  |  |
| <p><b>10.</b> How do you set limits on where the vessel can safely navigate using the Radar/ARPA? What feature of the said equipment will you use and why?</p> | <p>Use of radar and ARPA to maintain safety of navigation</p> | <p>1.9.4</p>   | <p>MT145<br/>MT145L</p>                      | <p>Uses appropriate maneuvering signals when navigating in a channel or areas of restricted visibilities.</p> <p>-1 short blast – altering course to stbd.<br/>-2 short blasts – altering course to port<br/>-3 short blasts- operating astern propulsion<br/>-5 rapid short blasts- doubt or danger signal</p> <p>Above can be supplemented by Morse light at night to offer the same meaning.</p> <p>Uses Parallel Index to set limits on where the vessel can navigate safely and away from the shallows and other dangers to navigation.</p>  |  |  |  |  |

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| <p><b>11.</b> In your observation on board, how does your officers verify positive connectivity between the ECDIS, AIS, NAVTEX, GMDSS, INMARSAT etc. How do you keep track of their connectivity?</p> | <p>Use of ECDIS to maintain the safety of navigation</p> | <p>4.1.8<br/>4.2.1<br/>4.2.9<br/>4.2.4<br/>4.3.2<br/>4.3.3<br/>4.3.4</p> | <p>MT126<br/>MT126L<br/>MT146<br/>MT146L</p> | <p>Verifies positive connectivity between the ECDIS and the GPS, AIS, NAVTEX, GMDSS, INMARSAT etc. manages and monitor all data sources to ensure smooth interface operation during equipment usage. Checks that the data output on the mentioned equipment corresponds with the displayed information on the ECDIS unit.</p>  |  |  |  |  |
| <p><b>12.</b> What is the importance of adjusting the ECDIS equipment and all the navigation equipment connected thereto? How does it affect equipment accuracy?</p>                                  | <p>Use of ECDIS to maintain the safety of navigation</p> | <p>4.1.6<br/>4.2.1<br/>4.2.3<br/>4.2.4<br/>4.2.8<br/>4.2.9</p>           | <p>MT146<br/>MT146L</p>                      | <p>Adjusts ECDIS information (i.e. own position, sea area display, mode and orientation, chart data displayed, route monitoring, user-created information layers, contacts (when interfaced with AIS and/or radar tracking) and radar overlay functions (when interfaced) as the need arise to ensure currency and relevance of processed and displayed data.</p>  |  |  |  |  |
| <p><b>13. Scenario:</b> Your vessel figured in a collision/grounding. What would be your initial action and how would you prioritize their order of execution?</p>                                    | <p>Respond to emergencies</p>                            | <p>5.1.3<br/>5.2.1<br/>14.5.1<br/>14.5.2</p>                             | <p>MT130P<br/>MT166</p>                      | <p>Following a collision or grounding carry out the following measures:<br/>- Proceed to Muster Station<br/>- Receive instructions from designated superior<br/>- Assess the extent of damage at the point of impact or when readily accessible, the affected area of grounding<br/>- Take sounding of all ballast and fuel tanks<br/>- Report the findings to the designated superior<br/>- Standby for further instructions</p>  |  |  |  |  |
| <p><b>14.</b> What is the importance of the vessel's Contingency Plan? How would you respond to a distress signal at sea?<br/><br/>.1 How would you relate it to your own safety?</p>                 | <p>Respond to a distress signal at sea</p>               | <p>5.1</p>   | <p>MT153<br/>MT153L</p>                      | <p>Recognizes that a vessel's contingency plan contains the list of every conceivable emergency scenario that could happen on board and serves as quick reference guide in identifying the nature of emergencies received to facilitate employment of the prescribed initial actions items corresponding to a given emergency situation. If engaged in Search and Rescue, consults the IAMSAR manual and carry out recommended search patterns whichever is applicable.<br/>.1 Relates the contingency plan to his own awareness of the possibility of encountering unusual threatening life situations that</p> |  |  |  |  |

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|   |  |   |                 | would require a systematic approach in solving them, to ensure that solutions are arrived at instead of more problems popping out.  |  |  |  |  |
| <p><b>15.</b> How do you ensure that all your communications on board are understood by everybody?<br/>.1 What steps have you taken to maintain consistency in English communication?</p>   | Use the IMO Standard Marine Communication Phrases and use English in written and oral form | 7.1.1<br>7.1.2<br>7.4.1<br>7.4.3<br>7.4.5<br>7.5.1<br>7.5.2<br>7.5.3  | MT153<br>MT153L | Eliminates ambiguity thru the use of SMCP to avoid miscommunication which could lead to various problems ranging from a simple case of inconvenience (like damage to property) to very costly consequences (like fatality or largescale environmental damage) for the ship owner.<br>.1 Practices constant communication in English to achieve mastery of the language. Uses SMCP at every opportunity to make himself understood by everybody at all times.  |  |  |  |  |
| <p><b>16.</b> How do you use the signal flags for transmitting messages to shore? What is their importance to the vessel and how do they contribute to the vessel's safety?'</p>  | Transmit and receive information by visual signaling                                       | 8.1.1<br>8.1.2<br>8.2.1<br>8.2.2  | MT153<br>MT153L | Demonstrates proficiency in the usage of the International Code of Signal thru flag signaling.  |  |  |  |  |
| <p><b>17.</b> How does deadweight, draught, trim, speed and under keel clearance affect the turning circles and stopping distances of the vessel.<br/>.1 What are the considerations that you must take into account when maneuvering your vessel in a shallow body of water that offers a relatively small under keel clearance?</p> | Maneuver the ship  | 9.1.1<br>9.1.2<br>9.1.3<br>9.1.4<br>9.1.5<br>9.1.6<br>9.1.4<br>9.1.6<br>9.4.1<br>9.1.6<br>9.2.4<br>9.2.11<br>9.2.13<br>9.2.14<br>9.2.15<br>9.2.17 | MT109<br>MT109L | Compares the vessel to a huge block of wood and illustrate the relationship of speed, deadweight, draught, trim and under keel clearance. Argue, that the bigger and heavier the immersed block in the water, the more it would experience underwater resistance or hydro-dynamic friction that would slow down the speed and prolong the process of completing a full turning circle and stopping the vessel.<br>.11Execute a full turning circle in a Bridge simulator, using a loaded Bulk Carrier in:<br>.12 an anchorage<br>.13 the open sea<br><br>...compare the resultant circles and justify the reason for their differences in size and stopping distance. The expected result would yield a smaller turning circle in deep water and a larger turning circle in shallow water |  |  |  |  |

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|   |                   | 9.2.18                           |                 |   |  |  |  |  |  |
| <b>18.</b> How does wind and current affect the vessel's handling during maneuvers. | Maneuver the ship | 9.1.2<br>9.1.3<br>9.1.4<br>9.1.6 | MT109<br>MT109L | Applies leeway on the ship's course to allow for the effects of wind and current in the case of an auto pilot mode or intermittently steer towards where the wind and current is coming from to compensate for their effects. |  |  |  |  |  |

| FUNCTION 2: CARGO HANDLING AND STOWAGE AT THE OPERATIONAL LEVEL  |   |  |                                    |  |                |    |          |     |  |
|--|---|--|------------------------------------|--|----------------|----|----------|-----|--|
| Questions  | Competence  | TRB Ref No.  | MCL Course Code                    | Performance Standard   | Standards Met? |    | JUDGMENT |     |  |
|  |   |  |                                    |  | YES            | NO | C        | NYC |  |
| <b>19.</b> What is your medium of communication on board ship? Why is it necessary to maintain a consistently clear and understandable method of communication and how does it affect your performance on board? | Monitor the loading, stowage, securing, care during the voyage and the unloading of cargoes | 7.1.1<br>7.1.2<br>7.3.1<br>7.3.2<br>7.4.1<br>7.4.4 | MT153<br>MT153L                    | <i>Uses Standard Marine Communication Phrases (SMCP) and closed loop communication at all times to ensure that all messages related to cargo operations are conveyed and clearly understood.</i> |                |    |          |     |  |
| <b>20.</b> In your observation from the Chief Officer's maintenance schedule, how does he plan the tank inspection and what are the considerations that he is taking into account in executing them?             | Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks       | 10.14.1<br>12.2.2<br>12.2.4<br>12.2.17<br>14.6.3   | MT101<br>MT101L                    |  |                |    |          |     |  |
| <b>21.</b> What are the procedures on ballast tank and enclosed space inspection? Why do you   | Inspect and report defects and damage to cargo spaces, hatch                                | 12.2.1<br>12.2.2<br>12.2.4<br>12.2.13              | MT107<br>MT107L<br>MT108<br>MT108L | Plans the approach on how the inspection shall be carried out and procedures below observed:<br>-Conduct risk assessment   |                |    |          |     |  |

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| need to follow such procedures? How would you relate this to your day to day routines on board?                                | covers and ballast tanks  | 14.6.1<br>14.6.2<br>16.5.1<br>16.5.2<br>16.5.3<br>16.5.6  | MT109<br>MT109L<br>MT130-P         | -Open access manhole and ventilate the space to be entered and inspected<br>-Fill out an Enclosed Space Entry Permit<br>-Prepare the SCBA, EEBD, ELSA, lifeline, harness and Neil Robertson stretcher near the access point<br>-Advise the management company of the planned inspection and ask for additional safety reminders and recommendations as necessary<br>-Report the findings to the management for their proper disposition.<br>Realizes that a structured approach to activities would ensure a successful and safe outcome of any planned activity. |  |  |  |  |
| <b>22.</b> How do you ensure reliable detection of defects and damages during inspection of ballast tanks and enclosed spaces. | Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks | 12.2.1<br>12.2.2<br>12.2.4<br>12.2.13<br>14.6.1<br>14.6.2 | MT107<br>MT107L<br>MT108<br>MT108L | Uses surveyor's hammer and scrapper to check for cracks on steel members of suspect areas inspected, also uses ultrasonic gauging equipment to confirm if damage is indeed present.   |  |  |  |  |

| FUNCTION 3: CONTROLLING THE OPERATION OF THE SHIP AND CARE OF PERSONS ON BOARD   |  |   |                 |   |                |               |          |     |
|--|--|---|-----------------|---|----------------|---------------|----------|-----|
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|  |  |   |                 |   | YES            | NO            | C        | NYC |
| <b>23.</b> In your own capacity as a cadet, how would you ensure that a positive environmental reputation is maintained, given the fact that you are understudying to become a Deck Officer in the future? | Ensure compliance with pollution-prevention requirements | 14.1.1<br>14.1.2<br>14.1.3<br>14.1.4<br>14.1.5<br>14.1.6<br>14.1.7<br>14.1.8<br>14.1.9<br>14.1.10 | MT166           | Cites that knowledge of and compliance with the relevant provisions of MARPOL 73/78, is vital in ensuring the company's maintenance of a positive environmental reputation. Cites as an example: <i>the adherence with the provisions of the Garbage Management Plan (i.e. garbage segregation and disposal) and to the norms of waste oil disposal in port and deployment of anti-pollution measures during bunkering.</i> |                |               |          |     |
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|  |   | 14.1.11<br>14.1.12<br>14.1.13<br>14.1.14<br>14.2.1-4                 |                             |  |  |  |  |  |
| <b>24. Situation:</b> A ship's ballast tank was punctured below the waterline but was discovered only during unberthing operation from an inadequately protected berth. How would this affect the buoyancy of the ship? What is your understanding of the fundamental actions that must be taken, in the event of partial loss of intact buoyancy? Why is it important to carry them out promptly? | Maintain seaworthiness of the ship        | 10.13.2<br>10.14.1<br>11.1.1<br>14.5.2<br>15.3.1<br>15.3.2<br>15.3.3 | MT 106<br>MT106-3<br>MT 166 | Argues that if nothing is done about these holes, the ship will lose buoyancy, assume a list, lose stability. Partial flooding refers to a condition in which an intact compartment is not completely flooded. An "intact compartment" means that the deck on which the water rests and the bulkheads that surround it remain watertight. The loss of stability from flooding is due in part to the free surface effect. Stability is also lost in flooding when, for example, an empty tank is filled with seawater. The lost buoyancy of the tank results in that section of the ship lowering into the water slightly. Discusses the importance of keeping the vessel's stresses within allowable limits and the relevance of meeting the IMO intact stability criteria in all conditions of loading. |  |  |  |  |
| <b>25.</b> How will you combat fire using fire- fighting system?   | Prevent, control and fight fires on board | 16.4.6<br>16.4.10<br>16.4.11   | MT130P                      | Understands the purpose of fixed fire- fighting system like CO2 and portable fire- fighting system. In case of isolation, muster list of crew and evacuate to a safe place free from suffocation and heat of fire.   |  |  |  |  |
| <b>26.</b> What is a TPA and how do you carry out the proper donning of a Thermal Protective Aid? Please state the sequence.   | Operate life-saving appliances            | 17.5.9   | MT130P                      | Explains that a Thermal Protective Aid is designed for use with the emergency equipment contained within a life raft and is designed to be easily packed into life raft stowage areas, designed to be easy to don by person(s) in a life raft and offer the necessary thermal protection to the wearer.<br><br>Demonstrate proper donning of thermal protective aid within 1 minute (done in the training site or in the campus).  |  |  |  |  |
| <b>27.</b> How is the SART tested? At what moment would you  | Operate life-saving appliances            | 17.1.8   | MT130P                      | Discusses that the SART is tested by:  |  |  |  |  |

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| <p>operate the SART when if for example you are in the water with it, and waiting for rescue? How would you do it?</p> |  |  |                         | <p>-Checking that the battery expiry label shows sufficient battery life to cover the next routine voyage.<br/>-Performing functional test of the SART by holding the switch on the SART in its TEST position (the way to do that depends on the SART model) for no more than 10seconds at least 15meters from the vessel's X-band radar antenna.</p> <p>Summarizes the SART Self-Test Procedure as follows:</p> <ol style="list-style-type: none"> <li>1. Switch SART to test mode.</li> <li>2. Hold SART in view of the radar antenna.</li> <li>3. Check that visual indicator light operates.</li> <li>4. Check that audible beeper operates.</li> <li>5. Observe radar display and see if there are concentric circles on the PPI.</li> <li>6. Check the battery expiry date.</li> </ol> <p>Explains that in the open sea, a person keeping watch on board a survival craft will only activate the SART to live transmission upon seeing a vessel in their area, otherwise, it should be in the off mode to conserve battery life.</p> |  |  |  |  |
| <p><b>28.</b> How is the Radio Medical Advise requested to the Coastguard by radio?</p>                                | <p>Apply medical first aid on board ship</p> | <p>5.1.4<br/>5.2.1<br/>5.3.1<br/>5.3.4</p> | <p>MT153<br/>MT153L</p> | <p>Simulate the proper reporting format of a radio medical advice as per the procedures below:<br/>-From the Admiralty List of Radio Signals Vol 1 NP 281, select a calling frequency for a coastguard station offering radio medical advice services<br/>-Answer the question prompts of the operator<br/>-Take note of the recommendations<br/>-If treatment requires medical evacuation, prepare a deviation report and proceed at full speed to an agreed rendezvous point.<br/>-If helicopter evacuation is involved, prepare fire-fighting equipment near the ship's helipad</p>   |  |  |  |  |

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## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET C)

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|  |  |                            |         | -if evacuation by motor boat is involved, prepare the stretcher and rig the patient securely to safely for land him aboard the launch using the ship's crane or any lifting appliance available.<br>-Report the incident to the owner for insurance purposes  |  |  |  |  |
| <b>29.</b> What is the relevance of the SOLAS Convention to your job as a seafarer? How do you ensure compliance with its provisions?  | Monitor compliance with legislative requirements   | 19.1.1                     | MT130P  | Explains the importance of the following IMO conventions:<br><br>Safety of Life at Sea- came into being as a consequence to the Titanic sinking.  |  |  |  |  |
| <b>30.</b> How does the STCW Code 78 as amended work for you as a seafarer?  | Monitor compliance with legislative requirements   | 19.1.4                     | MT167   | STCW Code as amended – came into being to standardize the training and certification of global seafarers.   |  |  |  |  |
| <b>31. Situation:</b> The Master had discussed his passage plan with the Bridge Team. He had defined the limits and set his intended points of alteration. Somewhere halfway to the next course alteration, you noticed his sudden change in plan and opted to change course earlier without realizing the underlying danger if he proceeds to do so. How would you raise your concern for him to understand that he is running into danger? | Application of leadership and team-working skills. | 20.1.5<br>20.5.2           | MT162-2 | Issues a diplomatic challenge in the form of a recommendation to the Master and justifies it by citing the danger that they are running into should they proceed with the sudden change in plan. Asserts his challenge should the Master fail to appreciate the rationale of his recommendation and calls in the Duty Officer to intervene and carry out appropriate actions as necessitated by the developing situation. |  |  |  |  |
| <b>32. Situation:</b> Your vessel is in the Dover Strait with considerable number of   | Application of leadership and                      | 20.1.4<br>20.1.5<br>20.1.6 | MT162-2 | Informs the team of the planned passage and updates them of the situation within the immediate vicinity of the vessel to enhance their situational awareness and vigilance in conducting the passage as   |  |  |  |  |

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### DECK CADET ORAL ASSESSMENT (SET C)

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| traffic that poses hazard in various directions. How would you make them aware of every aspect of the changing scenario around you and what would you achieve in doing so?  | team-working skills.                               | 20.1.7<br>20.2.1<br>20.2.2                     |         | planned and promptly detecting any unusual changes should there be any.   |  |  |  |  |
| <b>33. Situation:</b> You are given a task of working aloft for the purpose painting the Radar Mast.<br>-What would be the initial actions that you should take prior to the execution of the task?<br>-How would you ensure that the work can be accomplished safely?  | Application of leadership and team-working skills. | 20.2.1<br>20.2.2<br>20.2.3<br>20.2.4<br>20.2.5 | MT162-2 | Steps back for a while, looks at the bigger picture and processes the situation that he is dealing with formulate decisions that are required.<br>- Invokes his right to carry-out situation and risk assessment prior to engaging self in hazardous activities.<br>-Assesses the venue and takes note of the PPE, safety lines, tools and painting materials needed for the job.   |  |  |  |  |
| <b>34. Situation:</b> You have three tasks that you have to carry out as follows:<br>- take gauge reading of the fresh water tank that is about 90 percent full<br>- take sounding of the diesel tank where oil transfer is being carried out and was at 70 percent capacity from the latest check that was done 5 minutes ago.<br>- get a bag of sawdust from the forecastle to put on standby at the bunker | Application of leadership and team-working skills. | 20.2.1<br>20.2.2<br>20.2.3<br>20.2.4<br>20.2.5 |         | Weighs options and selects the appropriate action by:<br>-doing a risk assessment<br>-classifying the task according to their hazardous nature<br>-Executing the task that poses immediate threat and doing the one offering the least hazard last.<br><br>Based on the above, the order of task execution should be:<br>1 <sup>st</sup> - Take the sounding of the diesel oil tank to ensure that it has not reached the critical level that might result in an oil spill<br>2 <sup>nd</sup> Take a gauge reading of the nearly full fresh water tank and<br>3 <sup>rd</sup> Get the sack of sawdust from the forecastle and deliver it to the bunker station. |  |  |  |  |

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### DECK CADET ORAL ASSESSMENT (SET C)

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| <p>station where the engineer and an oiler were currently manning.</p> <p>How would you prioritize the tasks? Justify your answer.</p>  |   |   |               |  |  |  |  |  |
| <p><b>35. Scenario:</b> You have supernumeraries (non-crew members) joining the voyage and were tasked by the Master to facilitate a safety familiarization for them.</p> <p>How would you do this and what is the importance of this practice to the vessel?</p> | <p>Contribute to the safety of personnel and ship</p> | <p>16.1.1<br/>16.1.2<br/>16.1.3<br/>16.1.4<br/>16.1.5<br/>16.2.1<br/>16.2.2<br/>16.3.1<br/>16.3.2<br/>16.3.3<br/>16.4.1<br/>16.4.2<br/>16.4.7<br/>16.4.8<br/>16.5.2<br/>16.5.3<br/>16.5.4</p> | <p>MT130P</p> | <p>Facilitates a short briefing pertaining to Personal Safety and Social Responsibility of all the people on board. The scope of discussion ranges from safety procedures to follow while they are onboard, familiarization with the emergency alarms, the drills that they are to participate in during the voyage, their responsibilities in doing their share in environmental protection by taking care not to pollute the sea and ultimately their involvement in lending an extra eye in ensuring that all the people that they are going to be briefly sailing with are doing their jobs safely.</p> <p>Justifies the rationale of why he is compelled to carry out the safety familiarization in the name of promoting awareness of protecting Life; Property and Environment.</p> |  |  |  |  |

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