

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

<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
<b>1.</b> Why is it important to identify the characteristic of channel buoys correctly? How do you establish their identities?	Plan and conduct a passage and determine position	1.6.3 1.10.1	MT 143 MT144 MT144L	Demonstrates familiarity of the contents of the List of Lights by explaining its contents and corresponding relevance of each items.				
<b>2.</b> How are nautical charts arranged on board your ship? What methods are you using in keeping them up to date? .1 In planning for a passage, what is the relevance of the nautical publications that you are carrying onboard? .2 How do you extract the information from the tide	Plan and conduct a passage and determine position	1.1.1 1.1.2 1.1.3 1.1.4 1.1.5 1.1.6 1.1.7 1.2.1 1.2.2 1.3.4 1.3.5	MT147 MT147L	Selects the largest scale chart suitable for the area of navigation using the chart catalogue or the list of ENC charts if using ECDIS.  .1 selects the appropriate publications relevant to the area to be transited and explains the relevance of the selected books  .2 Extracts the information from the tide tables, calculates the height of tide for a given time then adds or subtracts the values obtained from the indicated depth on the chart.				

POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:		
Shipboard Training Officer	Dean	Deck Assessor

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

tables and how do you apply the corrected values?								
3. In your experience, how important is the weather reporting system to the operation of the vessel and why?	Plan and conduct a passage and determine position	2.5.1 2.5.2 2.5.3 2.5.4 2.5.7	MT168-1 MT 109 MT109L	Describes the contents of a typical weather report (i.e. in fax, email or telex format), discuss the importance of information obtained with regards to voyage planning, giving emphasis on safety of life, property (ship and cargo) and environment.				
4. What considerations do you take into account when interpreting a weather report and.	Plan and conduct a passage and determine position	2.5.1 to 2.5.7 2.6.4 2.6.5	MT168-1 MT109 MT109L	Assesses the contents of a typical weather report and select the most appropriate method of reporting, giving due consideration to speed, efficiency and accuracy.				
5. How would you know if the instruction you have given is clear to the receiver and how would you know if the orders you have received are correct?	Maintain a safe navigational watch	20.1.3 20.1.4 20.2.4	MT162-2	Repeat back orders received and asks questions to clarify unclear instructions that were given. <i>“Remember closed-loop communication”</i> and the use of SMCP.				
6. How do you react to a questionable decision given by a senior officer or the Pilot himself?	Maintain a safe navigational watch	20.1.2 20.1.5 20.1.7 20.2.4 20.2.5	MT162-2	Raises diplomatic challenges in the form of recommendation, suggestion or opinion regarding a matter of concern or doubt. Does not worry about reprisal or retaliation when he knows he is right.				
7. How would you deal with a task that nobody would want to do, i.e. de-clogging a toilet bowl or de-mucking a sewage tank?	Maintain a safe navigational watch	20.1.5 20.2.5	MT162-2	Volunteers to take on any job within the scope of his capability without hesitation. Encourages others to follow his lead as the case may be.				
8. How do you carry out system performance and accuracy check, establish tracking capabilities and limitations and processing delays of ARPA information?	Use of radar and ARPA to maintain safety of navigation	1.9.1 1.9.2 1.9.3 1.9.4 1.9.4 1.9.5	MT145 MT145L	Carry out ARPA system performance check using the Bridge simulator, tests the manual tracking capability, determine the limitations by checking the maximum number of acquirable targets and taking note of the processing period of the equipment to display the data of a selected target for tracking.				
<b>POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:</b>								
<b>Shipboard Training Officer</b>			<b>Dean</b>			<b>Deck Assessor</b>		

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

<p><b>9.</b> How do you acknowledge the operational warnings of an ARPA? .1 Why do you carry out system tests before using an ARPA?</p>	Use of radar and ARPA to maintain safety of navigation	1.9.1 1.9.2 1.9.3 1.9.4 1.9.4 1.9.5	MT145 MT145L	<p>Takes note of the operational warnings of an ARPA, acknowledge them and act upon the cause of alarms to close it,</p> <p>.1 Carries out a system tests prior to using an ARPA to ensure proper functionality and take note and keep record of the parameters safe for future reference.</p>				
<p><b>10.</b> How do you acquire targets on the ARPA and how would you know its limitation in terms of target acquisition?</p>	Use of radar and ARPA to maintain safety of navigation	1.9.1 1.9.2 1.9.3 1.9.4 1.9.5	MT145 MT145L	<p>Acquires targets by manual means and by automatic means. The manual mode of target acquisition is the preferred method as it eliminates unnecessary clutters on the ARPA screen. Determine the limitation of target acquisition by manually plotting and counting the number of maximum targets that it can process</p>				
<p><b>11.</b> What action item is required to be done to your ECDIS equipment when approaching pilot waters? How is it done and why must it be carried out?</p>	Use of ECDIS to maintain the safety of navigation	4.3.1 4.3.2 4.3.3 4.3.4	MT146 MT146L	<p>Updates and adjusts Safety Depth and Safety Contour as the vessel approaches pilot waters. Rationalizes this action on account of safety of navigation in pilot waters.</p>				
<p><b>12.</b> How does the ECDIS equipment help, in enhancing your situational awareness when navigating in sea areas with considerable traffic density?</p>	Use of ECDIS to maintain the safety of navigation	4.2.5 4.2.6 4.2.7 4.2.8 4.2.9	MT146 MT146L	<p>Tracks the vessels in the immediate vicinity, compares their movements against the Radar/ARPA to ensure that both are showing the same information. Monitors the target's progress and make necessary course or speed adjustments to keep the vessel on track and avoid close quarter situation with other ships.</p>				
<p><b>13. Scenario:</b> Your vessel is underway and when you noticed one of your fellow crew member lost footing over the railing while trying to secure his safety belt on an overhead pipe and fell over the starboard side.</p>	Respond to emergencies	5.1.5 5.1.4 5.1.5	MT130P	<p>Throws a life ring to the person in the water, reports the MOB situation to the Duty Officer on the Bridge and keeps an eye on the person until relieved by someone to do so. Standby for further instruction as necessary.</p>				

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<b>Shipboard Training Officer</b>	<b>Dean</b>	<b>Deck Assessor</b>
-----------------------------------	-------------	----------------------

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

What would be your initial action and how would you contribute to the rescue operation for the man over board?								
<b>14.</b> What are the contents of the Contingency Manual and why is it important for the vessel to have?	Respond to a distress signal at sea	5.1 5.2 5.3 5.1.1 5.1.2 5.1.3 5.1.4 5.1.5 5.1.6 5.1.7 5.1.8 5.1.9 5.1.10 5.1.11	MT153 MT153L	Consults the Contingency Plan for emergencies encountered onboard. Recognizes that the plan helps the shipboard team in dealing with emergencies like: -.1 Fire on board -.2 Heavy Weather Damage -.3 Collision -.4 Rescue or Recovery of in water survivor/casualties -.5 Persons Over Board -.6 Shipboard Oil Pollution incident -.7 Steering Failure -.8 Main Engine Failure -.9 Power Failure -.10 Security Alert -.11 Abandon ship ...in a structured manner.				
<b>15.</b> How do you ensure that all your communications on board are understood by everybody? .1 What steps have you taken to maintain consistency in English communication?	Use the IMO Standard Marine Communication Phrases and use English in written and oral form	7.1.1 7.1.2 7.4.1 7.4.3 7.4.5 7.5.1 7.5.2 7.5.3	MT153 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. .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.				
<b>16.</b> How do you use the signal flags for transmitting messages to shore? What is their importance to the	Transmit and receive information by visual signaling	8.1.1 8.1.2 8.2.1 8.2.2	MT153 MT153L	Demonstrates proficiency in the usage of the International Code of Signal thru flag signaling.				

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<b>Shipboard Training Officer</b>	<b>Dean</b>	<b>Deck Assessor</b>
-----------------------------------	-------------	----------------------

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

vessel and how do they contribute to the vessel's safety?'								
<b>17.</b> How does wind and current affect the vessel's handling during maneuvers.	Maneuver the ship	9.1.2 9.1.3 9.1.4 9.1.6	MT109 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.				
<b>18.</b> When does Squat occur and how does this phenomenon occur? .41What are dangers that Squat entails?	Maneuver the ship	9.1.4	MT109 MT109L	Explains the squat phenomenon and where it occurs when the Block Coefficient of the vessel is: Cb = 0.70m Cb > 0.70m Cb < 0.70m .41 Discusses the danger of grounding due to the effect of Squat in shallow water that offers a small under-keel clearance				

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> How do you segregate cargoes that are not compatible with each other? What reference do you use to guide you on this?  .1 How do you handle dangerous goods when transporting them? What precautions do you take to avoid exposure to such hazards?	Monitor the loading, stowage, securing, care during the voyage and the unloading of cargoes	10.5.1 10.5.2 10.7.3 10.7.4 10.7.5 10.7.6 10.7.7 10.7.1 10.7.2 10.7.3 10.7.4 10.7.5	MT107 MT107L MT108 MT108L	Refers to the contents of the IMDG Code book to obtain the characteristics and properties of dangerous cargoes and their proper handling, stowage and segregation. Shows how the book is referenced and explains the information found therein.  .1 Appreciate the hazardous properties of dangerous goods and handles and treat them with respect to avoid injury by <i>wearing proper Personal Protective Equipment. Refers to MFAG in cases of exposure and injury arising from improper handling of Dangerous Goods.</i>				
POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:								
Shipboard Training Officer			Dean			Deck Assessor		

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

<p>.2 What possible dangers can arise from improper stowage of dangerous cargoes? How do you prevent such dangers from happening?</p> <p>.3 What other hazards aside from the chemical and physical properties of dangerous cargoes have you learned from your experience on board your vessel? (General Cargo/Tanker/Bulk Carrier)</p> <p>.4 How does the Free Surface Moment phenomenon affect the vessel? Cite an example of the dangers that it could cause the ship.</p>		<p>10.7.6 10.7.7 10.7.5 10.7.6 10.7.5 10.7.6</p>		<p>.2 Argues that improper segregation of hazardous cargoes could cause fire and explosion when they react with each other. Explains that <i>proper segregation of incompatible cargoes is key to the prevention of these hazards from causing harm, injury or accident.</i></p> <p>.3 Elaborates the importance of proper securing of cargoes before sailing and explains that as a consequence of: <i>1. loose cargoes on a general cargo ship, will result to its uncontrolled movement which could puncture the bulkhead and lead to water ingress which could capsize and sink a ship; 2. a half filled cargo tank in an oil tanker could lead to sloshing inside the tank and cause a virtual loss of stability due to Free Surface Moment; 3. a slack cargo of grain inside the holds of a bulk carrier could shift and create a dangerous list that could also result to capsizing of the vessel.</i></p> <p>.4 Appreciates the dangers that Free Surface Moment can cause to a vessel by citing: <i>1. the Virtual Loss of GM which decreases vessel's stability; 2. sloshing which could damage the steel members of the tank.</i></p>				
<p><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?</p>	<p>Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks</p>	<p>10.14.1 12.2.2 12.2.4 12.2.17 14.6.3</p>	<p>MT101 MT101L</p>	<p>Discusses the reason of the need to <i>consult the shell expansion and the general arrangement plan in creating a matrix of inspection scheme to produce a structured approach of carrying out internal inspection of the structural integrity of the ship's hull, girders, web frames, stiffeners and longitudinal.</i> Argues that for safety reasons, such <i>activities are subject to the suitability of weather and the ship board personnel's operational readiness to carry out such tasks.</i></p>				
<p><b>21.</b> During ballast tank inspection, what items are you looking for in particular? How do you record such findings?</p>	<p>Inspect and report defects and damage to cargo spaces, hatch</p>	<p>10.1.10 14.6.1 14.6.2</p>	<p>MT166</p>	<p>Participates in an internal inspection of cargo and ballast tank spaces on board and takes note of the following defects if any: -Corrosion; Pitting; Cracks/Fractures; Punctures or Holes; Thinning steel plates; Indentations/Buckling</p>				

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<b>Shipboard Training Officer</b>	<b>Dean</b>	<b>Deck Assessor</b>
-----------------------------------	-------------	----------------------

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

	covers and ballast tanks			<p>Indicating the frame number of the affected area and supported with pictures or video clips as appropriate.</p> <p>.1 Inspects the spaces particularly at the mid-ship region of the vessel where the stresses are exerted most of the time during cargo operation.</p> <p>.2 Checks for cracks or fractures, pitting, steel deformities/buckling, indents and welding faults, compartments with no structural defects or damages are also identified and the frame numbers noted to facilitate easy traceability of location.</p>				
<p><b>22.</b> What are the procedures on ballast tank and enclosed space inspection? Why do you need to follow such procedures? How would you relate this to your day to day routines on board?</p>	Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks	<p>12.2.1</p> <p>12.2.2</p> <p>12.2.4</p> <p>12.2.13</p> <p>14.6.1</p> <p>14.6.2</p> <p>16.5.1</p> <p>16.5.2</p> <p>16.5.3</p> <p>16.5.6</p>	<p>MT 107</p> <p>MT107L</p> <p>MT108</p> <p>MT108L</p> <p>MT109</p> <p>MT109L</p> <p>MT130P</p>	<p>Plans the approach on how the inspection shall be carried out and procedures below observed:</p> <ul style="list-style-type: none"> <li>-Conduct risk assessment</li> <li>-Open access manhole and ventilate the space to be entered and inspected</li> <li>-Fill out an Enclosed Space Entry Permit</li> <li>-Prepare the SCBA, EEBD, ELSA, lifeline, harness and Neil Robertson stretcher near the access point</li> <li>-Advise the management company of the planned inspection and ask for additional safety reminders and recommendations as necessary</li> <li>-Report the findings to the management for their proper disposition.</li> </ul> <p>Realizes that a structured approach to activities would ensure a successful and safe outcome of any planned activity.</p>				

FUNCTION3: CONTROLLING THE OPERATION OF THE SHIP AND CARE OF PERSONS ON BOARD								
Questions	Competence	TRB Ref No.	MCL Course Code	Performance Standard	Standards Met?		JUDGMENT	
					YES	NO	C	NYC
<p><b>23.</b> How are your SOPEP equipment maintained on board?</p>	Ensure compliance with pollution-	<p>5.1.6</p> <p>5.3.3</p> <p>5.3.5</p>	MT166	Explains that a reasonable quantity of the materials mentioned below are maintained and an inventory of SOPEP equipment kept for				
POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:								
Shipboard Training Officer			Dean			Deck Assessor		

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

	prevention requirements			easy monitoring. Cites the composition of the SOPEP equipment as follows: -Wilden Pump (complete set) -Saw Dust -Absorbent Pads -Oil Booms -200 Liter Drums -5 Liter Buckets -Shovels -Deck Brush -Dust Pan -Hand brush -Manual oil transfer pump -Corn brooms				
<b>24.</b> What actions should you take to ensure the watertight integrity of the vessel during the voyage? Why is it important to maintain the ship's water tightness?	Maintain seaworthiness of the ship	15.3.1 15.3.2 15.3.3	MT101 MT101L	Explains the importance of closing all watertight doors, all hatch covers batten down properly, manholes closed and secured, natural ventilation windows and doors shut and sounding ports positively covered, before sailing and during the voyage, especially in heavy weather.				
<b>25.</b> How will you combat fire using fire- fighting system?	Prevent, control and fight fires on board	16.4.6 16.4.10 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.  Demonstrate proper donning of thermal protective aid within 1 minute (done in the training site or in the campus).				

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<b>Shipboard Training Officer</b>	<b>Dean</b>	<b>Deck Assessor</b>
-----------------------------------	-------------	----------------------

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

<p><b>27.</b> How do you carry out the proper donning of the immersion suit? Please state the sequence.</p>	Operate life-saving appliances	17.5.9	MT130P	<p>Explains that monthly practice should reduce the donning time from minutes to within a few seconds. Demonstrates donning by:</p> <ul style="list-style-type: none"> <li>-Sitting on the deck and working the legs into the suit.</li> <li>-Boots or shoes are left on and if possible, place plastic bags over the boots or shoes to make donning the suit easier.</li> </ul> <p>Demonstrates donning of immersion suit within 1 minute (done on the training site or in the campus)</p>				
<p><b>28.</b> How is the Radio Medical Advise requested to the Coastguard by radio?</p>	Apply medical first aid on board ship	5.1.4 5.2.1 5.3.1 5.3.4	MT153 MT153L	<p>Simulate the proper reporting format of a radio medical advice as per the procedures below:</p> <ul style="list-style-type: none"> <li>-From the Admiralty List of Radio Signals Vol 1 NP 281, select a calling frequency for a coastguard station offering radio medical advice services</li> <li>-Answer the question prompts of the operator</li> <li>-Take note of the recommendations</li> <li>-If treatment requires medical evacuation, prepare a deviation report and proceed at full speed to an agreed rendezvous point.</li> <li>-If helicopter evacuation is involved, prepare fire-fighting equipment near the ship's helipad</li> <li>-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.</li> <li>-Report the incident to the owner for insurance purposes</li> </ul>				
<p><b>29.</b> How does the STCW Code 78 as amended work for you as a seafarer?</p>	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.				
<p><b>30.</b> What is the relevance of the SOLAS Convention to your job as a seafarer? How do you ensure compliance with its provisions?</p>	Monitor compliance with legislative requirements	19.1.1	MT130P	<p>Explains the importance of the following IMO conventions:</p> <p>Safety of Life at Sea- came into being as a consequence to the Titanic sinking.</p>				

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<b>Shipboard Training Officer</b>	<b>Dean</b>	<b>Deck Assessor</b>
-----------------------------------	-------------	----------------------

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

<p><b>31. Situation:</b> The SOPEP team was activated and successfully mitigated the possible consequence of an oil spill during oil transfer. How would you and the team use this as a learning experience to prevent the same incident from recurring?</p>	<p>Application of leadership and team-working skills.</p>	<p>20.2.3 20.2.2 20.2.4 20.2.5</p>	<p>MT162-2</p>	<p>Carries out debrief of the incident for the team to reflect on the outcome of the actions taken that mitigated the situation and based from the gap analysis done by the team, revisits the existing procedures and formulate necessary updates correct possible flaws that culminated into the incident in question.</p>				
<p><b>32.</b> What have you learned from the management style that you have observed from your Master on board and how does he implement the standards expected from the crew that you have worked with?</p>	<p>Application of leadership and team-working skills.</p>	<p>20.1.1 20.1.2 20.1.3 20.1.4 20.1.5 20.1.6 20.1.7 20.2.1 20.2.2 20.2.3 20.2.4 20.2.5</p>	<p>MT162-2</p>	<p>Discuss shipboard organizational functions and explain the duties and responsibilities of each member of the team and highlight the manner that they are managed by the Master in terms of: -Leadership- inspiring -Professionalism- fair -Performance- cost effective -Dedication- sincerity to achieve excellence</p>				
<p><b>33.</b> How are job orders prioritized by the responsible officers on board?</p>	<p>Application of leadership and team-working skills.</p>	<p>20.2.2</p>	<p>MT162-2</p>	<p>Prioritizes job orders that are classified as top priority, urgent and normal; allocate each job task based on the available resources and time.</p>				
<p><b>34.</b> How are the maintenance works planned by the responsible officers on board?</p>	<p>Application of leadership and team-working skills.</p>	<p>20.2.1 20.2.2 20.2.3</p>	<p>MT162-2</p>	<p>Maps out work plan in accordance to the available time and classify their order of priority.</p>				

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<b>Shipboard Training Officer</b>	<b>Dean</b>	<b>Deck Assessor</b>
-----------------------------------	-------------	----------------------

## SHIPBOARD TRAINING OFFICE

### DECK CADET ORAL ASSESSMENT (SET D)

<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 16.1.2 16.1.3 16.1.4 16.1.5 16.2.1 16.2.2 16.3.1 16.3.2 16.3.3 16.4.1 16.4.2 16.4.7 16.4.8 16.5.2 16.5.3 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>				
---	---	---	---------------	--	--	--	--	--

#### POST-SHIPBOARD TRAINING ASSESSMENT CONDUCTED BY:

<p>Shipboard Training Officer</p>	<p>Dean</p>	<p>Deck Assessor</p>
-----------------------------------	-------------	----------------------