

# WORKBOAT CREWMEMBER

**Level 3 Apprenticeship**

**End-Point Assessment Plan**

**TABLE OF CONTENTS**

1. Introduction	Page 3
2. Structured Learning (Training Record Book)	Page 4
3. Readiness for end-point assessment (Gateway)	Page 5
4. Components of end-point assessment	Page 6
5. Roles and responsibilities	Page 9
6. Quality assurance	Page 11
7. Implementation	Page 12
8. Grading	Page 13
Appendices	
Appendix 1 – Knowledge/Skills/Behaviour Assessment Method Table	Page 17
Appendix 2 – Practical Assessment Scenarios	Page 20

## 1. INTRODUCTION

This document sets out the requirements and processes for the End-Point Assessment (EPA) of the Level 3 Workboat Crewmember Standard.

This document is designed for employers, apprentices, training providers and assessment organisations, and should be read in conjunction with the approved apprenticeship standard.

The Workboat Crewmember Apprenticeship will require a minimum period of learning of 12 months, prior to the end-point assessment although 18-24 months is likely to be a more typical period of learning.

This document has been designed to ensure that:

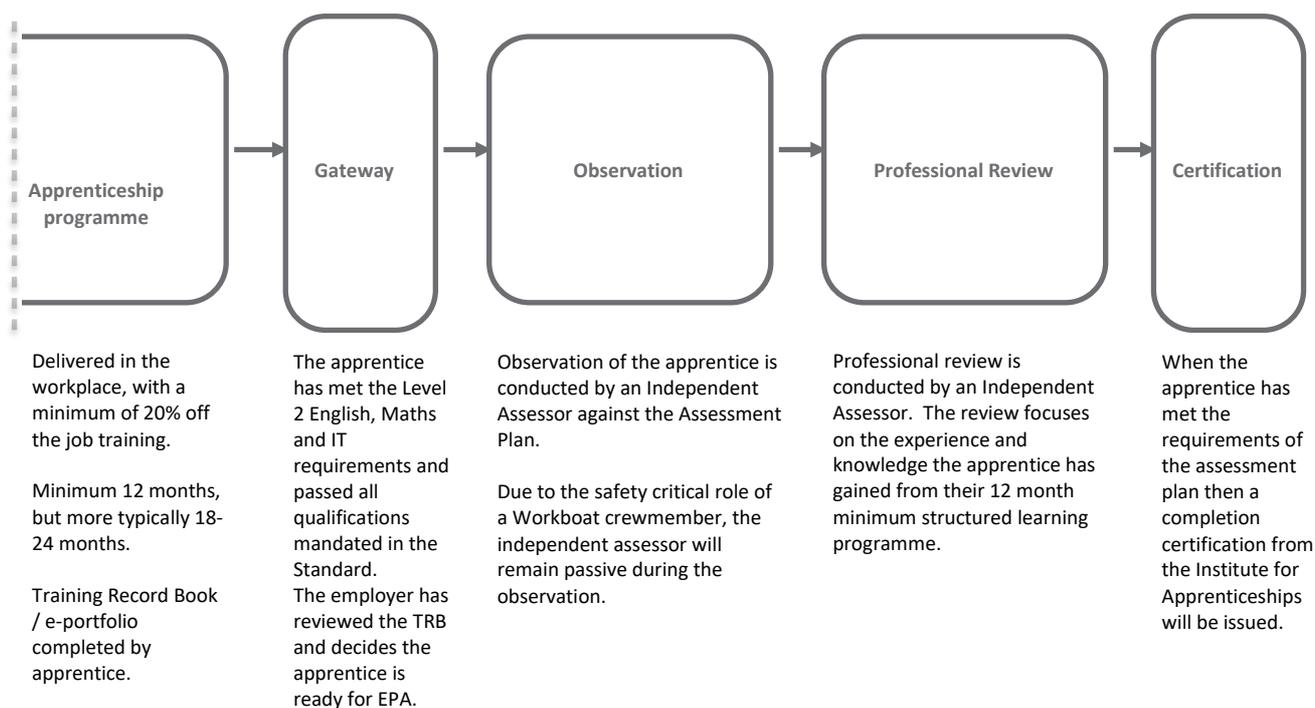
- Apprentices meet the skills, knowledge and behaviours as defined within the standard.
- The end-point assessment is appropriate, feasible and consistent.
- The process adds value for both the apprentice and employer.

This apprenticeship standard covers a variety of workboat sectors, therefore the method of assessment has been designed to ensure it is applicable across a range of contexts. The assessment process:

- Will build on and complement the on-programme learning and development.
- Should position the apprenticeship as a starting point for a career and encourage apprentices to explore progression opportunities.

Based on evidence generated from a structured learning programme, the employer will formally notify the assessment organisation when the apprentice is ready for the EPA (this is the Gateway).

The EPA consists of an observation followed by a professional review. Successful completion of the EPA will lead to final certification of the apprenticeship and demonstrate that the apprentice is competent and can work safely and confidently as a Workboat crewmember.



## 2. STRUCTURED LEARNING (TRAINING RECORD BOOK)

The EPA is the culmination of a minimum 12 month apprenticeship programme. During this programme the apprentice will learn a wide range of skills and knowledge, as well as experiencing incidents and scenarios, which will not occur during the EPA. As part of their professional review the apprentice will need to be able to draw on what they have learnt and experienced over their Apprenticeship. Therefore, it will be a requirement that their learning is structured in such a way that apprentices are able to accurately record in the Training Record Book their achievements and experiences, and which allows a third party to be able to review it objectively. The TRB is not graded but underpins the professional review.

It is the responsibility of the training provider to ensure this structure is in place, below is an example of an approach providers may wish to adopt.

### 2.1 Training Record Book (TRB)

Using a TRB or e-portfolio will help to show how the apprentice has worked towards the achievement of competence across the standard and how their knowledge, skills and behaviours have developed during their apprenticeship. A TRB should:

- Focus on personal development.
- Include reference to the different workboats served on during the apprenticeship.
- Include regular progress reviews of the apprentices' skills and behaviours.
- Help prepare them for the workplace.

The TRB must be based on the Apprenticeship Standard. It should be used by the apprentice to assess themselves against the criteria in the standard, review their effectiveness and identify how to make improvements to their knowledge, skills and behaviours.

#### 2.1.1 Collecting Evidence

A TRB, or equivalent, enables the apprentice to gather evidence of their experiences and achievements. It must contain a minimum of 15 and a maximum of 20 pieces of evidence and must cover all of the knowledge, Skills and Behaviours in the Standard. It is up to the Apprentice to decide what evidence to include but examples are:

- Observation report undertaken by a 3<sup>rd</sup> party (e.g. an assessor).
- Completed observational checklists and related action plans.
- Evidence of unusual / major tasks undertaken e.g. Dry docking or major engine repairs.
- Worksheets.
- Assignments/projects/reports.
- Record of any formal discussions (e.g. professional discussion, performance review).
- Record of oral and written questioning.
- Masters' reports.

### 3. READINESS FOR END-POINT ASSESSMENT (GATEWAY)

The independent end-point assessment is synoptic, that is, it takes an overview of an apprentice's competence. It is important therefore, that this should only take place when the employer is confident that the apprentice has met all the knowledge, skills and behaviours as set out in the standard. Once the employer is satisfied the apprentice has demonstrated full competence and that all criteria of the standard have been met, the apprentice can progress to the end-point assessment via the apprenticeship gateway. The gateway is where the employer formally confirms to the assessment organisation that the apprentice is ready to progress to the end-point assessment. The employer's decision must be formally recorded by the assessment organisation.

An apprentice will not be put forward for end-point assessment until they are ready, and appropriate remedial support should be in place for those who struggle to meet the minimum requirements.

Apprentices without Level 2 English, Maths and IT will need to achieve this level prior to taking the end-point assessment.

In addition, the TRB is a mandatory requirement of the on-programme phase and must be completed by the Gateway. The employer must be satisfied the TRB reflects competency across the Apprenticeship Standard. The TRB is not assessed and instead informs the Professional Review.

The apprentice will also need to have passed the following qualifications mandated in the Standard, prior to taking their end-point assessment:

- STCW Basic Safety Courses: Personal Survival Techniques, Fire fighting and Prevention, Emergency First Aid and Personal Safety & Social Responsibilities
- STCW Proficiency in Designated Security Duties
- STCW Navigational Watch Rating Certificate
- MCA Auxiliary Engine Course (AEC) Parts 1 & 2
- MCA Efficient deck Hand Certificate\*
- Marine Hydraulic Loader Crane Operator's Certificate
- Slinger and Signaller's certificate

\* - Candidates will need to have a minimum of 6 months' sea service and be over 18 to be issued with their EDH certificate.

## 4. COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment (EPA) will be made up of 2 components, which are assessed by an independent assessor. These are:

- **Observation** - Primarily focused on the apprentice's skills and behaviours, but also covering knowledge which is implicit through their demonstration.
- **Professional Review** - Primarily focused on the apprentice's knowledge and understanding, but also covering and confirming skills and behaviours which are implicit with this.

Both assessment methods must be successfully completed within a 2 month period of each other, after the EPA gateway.

### 4.1 Workboat Practical Observation

The purpose of the practical observation is to ensure that the apprentice is competent by watching them perform core tasks in their normal workplace. There is emphasis on workboat and crew safety, proficient and safe cargo handling, and navigation, which together give a rounded view of the apprentice's abilities.

However, by its very nature, the workboat crewmember occupation covers diverse tasks and settings, not all of which can be easily or affordably tested in a natural setting. We have set out in Appendix 2 the knowledge, skills and behaviours which must be tested by the practical observation. The remainder will be covered by the subsequent professional discussion.

Apprentices must be observed by an independent assessor completing 5 tasks providing the opportunity to assess all the knowledge, skills and behaviours as set out in the appendix. The 5 tasks chosen will be determined by the Independent Assessor, in discussion with the employer, and have regard to apprentice's job role and the facilities available. These must cover the simulated Use of Lifesaving & Fire fighting equipment, plus at least four of the remaining 7 component tasks:

- Simulated Use of Lifesaving & Fire Fighting equipment (Compulsory)
- Use of Electronic charts, including checking vessel position
- Mooring/unmooring a Workboat
- Basic manoeuvring of the vessel, including berthing alongside
- Cargo handling, including slinging and securing of loads
- Towage Gear Set-Up check
- Personnel Transfer checks
- Fuel Transfer operations

The specification of each task is set out in Appendix 1. Employers must provide their apprentices with the circumstances and equipment needed. It is the responsibility of the Independent Assessor to liaise with the employer (at least 2 weeks beforehand) and satisfy themselves that the chosen practical observation fully meets requirements.

During or after each of the above tasks is completed the independent assessor must ask 3 set open questions to assess related underpinning knowledge. (As there are 5 tasks, this means there will be at least  $5 \times 3 = 15$  total questions asked for this assessment method). They may ask follow-up questions where clarification is required. Questioning must be completed within the total time allowed for the observation. Independent Assessors will have pre-prepared questions for each of the knowledge, skills and behaviours tested. EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose

Knowledge, skills and behaviours observed and answers to questions must be documented by the independent assessor using a template provided by the EPAO.

Immediately prior to the commencement of each task, the Independent Assessor must provide the Apprentice with both written and verbal instructions on the tasks they must complete including timescales.

Observations must be carried out over a maximum total assessment time period of 3 hours with +/- 10% time tolerance allowed. There may be breaks during the observation to allow the apprentice to move from one location to another.

Observations must be conducted in a realistic work situation under normal conditions i.e. on board a Workboat. The EPAO must be satisfied the practical observation arranged by the employer meets the full specification of this Assessment plan, however should an element of the observation not naturally occur then the EPAO has the discretion to complete the practical via simulation and supplementary questioning of the Apprentice.

Independent assessors may observe up to a maximum of 3 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour. The Independent Assessor is responsible for ensuring that no Apprentice gains any advantage from this approach and must ensure that all of the answers given are their own.

The Apprentice must pass the Practical Observation in order to continue to the Professional Review. The Independent Assessor will inform the Apprentice if they have passed or failed. This can be verbally and followed up in writing. The EPAO has responsibility for moderating results. Therefore, the Independent Assessor must check with the EPAO before releasing the result (this is an especially important consideration if attempting the professional review on the same day).

## 4.2 Professional Review

The professional review is the final component of the EPA. It will only take place on successful completion of the practical observation. Ideally it will occur on the same day as the observation and will be administered by the same Independent Assessor. However, we recommend wherever possible it should take place within 7 days of the observation. In all cases, both Assessment methods must be completed and passed

within 3 months. If it is not possible for the same Independent Assessor to administer both the observation and professional review, then the End-Point Assessment Organisation must ensure there are procedures in place to ensure the feedback and outcomes from the observation are understood and used by the Independent Assessor undertaking the review. The professional review will last approximately 45 minutes +/- 10%.

The independent assessor will follow the requirements of the End-Point Assessment Organisation (EPAO) and record their evidence in a format agreed with the EPAO.

The professional review will be conducted in a suitable environment, free from interruption. In exceptional circumstances the professional review can take place remotely and where the discussion is not face-to-face, independent assessors must ensure adequate controls are in place to maintain fair and accurate assessment, and have robust procedures in place to authenticate the learner's identity.

#### **4.2.1 Professional Review - Essential Coverage**

The Independent Assessor needs to see evidence during the professional review that the criteria listed in appendix 1 have been met. The Independent Assessor will need to see evidence of understanding, not just knowledge recall.

The Independent Assessor must be given access to evidence of the apprentice's Training Record Book at the point at which the employer notifies the EPAO that the apprentice is ready for EPA; this must be at least 1 week prior to the EPA formally commencing. The assessor will draw on evidence in the TRB to inform the professional review. Should the assessor decide the TRB contains insufficient evidence overall, they may conclude the apprentice has not yet reached the gateway and will advise the EPAO accordingly.

The review will be structured as a discussion around the criteria listed in Appendix 1 below/overleaf. If the conversation does not flow naturally, then the Independent Assessor must have in place 20 pre-prepared questions which adequately cover the criteria below. Not all 20 questions need be asked if the conversation flows naturally but as a minimum the Independent Assessor will ask 10 questions. The TRB will be used to inform this but is not graded. EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

## 5. ROLES AND RESPONSIBILITIES

Ensuring independence is key to the validity of this assessment plan. The final decision will be made by the Independent Assessor on behalf of the EPAO. In the event of an appeal from an apprentice or an employer on behalf of an apprentice, this will be referred to the EPAO.

### 5.1 The Independent Assessor

Independent Assessors are responsible for conducting the EPA of the apprenticeship. Independent Assessors are appointed and managed by the EPAO. An Independent Assessor must be someone who has nothing to gain from the outcome of the assessment and has had no involvement in the training, on programme assessment, employment or line management of the apprentice. When conducting an end-point assessment, the Independent Assessor is acting on behalf of the relevant EPAO and is subject to the procedures set by them.

Independent assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities as laid out by the assessment organisation.

The following key principles are mandatory for independent assessors:

#### 5.1.1 Occupational expertise

Independent Assessors must:

- Relevant on board experience in the Workboat sector and relevant assessment experience, such as Voluntary Towage Endorsement Assessor
- Have excellent knowledge and understanding of the apprenticeship standard
- Have occupational expertise and knowledge, at the relevant level of the occupational areas they are assessing, which has been gained through working in the industry

#### 5.1.2 Continuous professional development (CPD)

Independent Assessors must regularly update their occupational expertise and industry knowledge in the areas being assessed to ensure currency of skills and knowledge. A record of this should be maintained through an up-to-date CPD log. Examples of CPD could be (but are not limited to):

- Work placements
- External visits
- Achievement of new or updated training or qualifications
- Trade fairs and conferences
- Attendance at development days/NWA Safety Forum events
- Receipt of Industry Updates (e.g. NWA Newsletters)

### 5.1.3 Best practice in assessment

Independent assessors should:

- Practice standardised assessment principles as set out by the assessment organisation.
- Attend regular standardisation meetings with colleagues (as a minimum, once every 12 months).
- Share best practice in assessment through a range of appropriate activities, such as email, meetings and social media.
- Have sufficient time to carry out the role of assessor.

### 5.2 End-Point Assessment Organisations (EPAO)

EPAOs must be approved by and registered with the Education and Skills Funding Agency (ESFA) on the Register of End-Point Assessment Organisations.

EPAOs are responsible for appointing and managing independent assessors and for ensuring that assessments are carried out fairly, are valid, reliable and consistent.

EPAOs wishing to offer end-point assessment services for this apprenticeship must:

- Ensure independent assessors meet the criteria outlined in this plan.
- Deliver the end-point assessment outlined in this plan.
- Be able to demonstrate a detailed understanding of the sector.
- Provide appropriate recourse and processes for apprentices, employers and providers, to clarify and/or dispute the outcome of an end-point assessment.

EPAOs must maintain high quality systems and processes, which validate and continuously review an independent assessor's experience, skills and competence.

EPAOs must provide independent assessors the opportunity to attend at least two standardisation workshops annually. These workshops will be run by the EPAO and attendance of at least one per year should be mandatory for all independent assessors.

## 6. QUALITY ASSURANCE

### 6.1 Consistency

Independent end-point assessment is a culmination of a learning and development journey resulting in external independent confirmation of an apprentice meeting the industry defined standard. As such the process and procedure for carrying out an end-point assessment must be quality assured to ensure consistent, reliable and valid judgments.

### 6.2 Internal quality assurance

Internal quality assurance is carried out by the EPAO organisation and involves ensuring that individual end-point assessments are undertaken correctly and consistently including the marking, standardising, sampling and reporting of the outcomes of the end-point assessment. It must:

- Ensure there are robust processes in place to deliver end-point assessments to the required standard and that they are appropriate for the sector
- Train and standardise all independent assessors to ensure they assess consistently against the requirements of the standard. Apply robust internal quality assurance and verification processes to the end-point assessments
- Deliver an appeal process for any appeals that arise from assessment decisions
- Report to employers on any issues that arise
- Moderate grades awarded by Independent Assessors. The moderation processes should be risk based, with significant moderation of EPAs carried out for the first 12 months of an Independent Assessor's delivery (25% moderation), to ensure consistency and quality in this initial period. With a reduction of required moderation as delivery establishes to a set normal rate (10%). This should also apply to new assessors, 25% of their work should be moderated for the first 6 months of their work, before being moderated at usual (10%) levels following that (as long as no issues have arisen in the first 6 months)

The EPAO will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Evidence of this will be provided to the employer. Immediate and appropriate action will be taken where any quality concerns are identified.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

### 6.3 External quality assurance

The Institute for Apprenticeships (IFA) will conduct the external quality assurance for the Workboat crewmember apprenticeship.

## **7. IMPLEMENTATION**

### **7.1 Affordability**

The cost and practicalities of the assessment have been key considerations in the development of the assessment plan due to the range of businesses likely to deliver these apprenticeships. Both large and small employers alike must manage the apprenticeship process within organisations of varying sizes and the assessment needs to be affordable for venues housing small numbers of apprentices.

Cost will primarily be based on activity of the Independent Assessor, which should constitute a maximum of 1 day per apprentice. It is expected that circa 50 workboat crewmembers will be trained a year using this apprenticeship standard and that cohorts of 3 Apprentices will typically be assessed simultaneously.

### **7.2 Manageability**

This assessment plan has been designed to be delivered cost effectively within an employer's workplace e.g. on board a Workboat. This includes the professional review, which can be on an employer's premises, but in a 'controlled environment' on board or ashore.

Assessment organisations must work with employers to manage end-point assessments in a way that minimises the impact on the employer's business activity.

## 8. GRADING

The End-Point Assessment Organisation will make the decision on the grade to be awarded to the apprentice based on their scoring of the Professional Review at the End-Point Assessment.

The Workboat Industry must always apply a safety-first approach. Workboat Crewmembers operate in the open sea and in all weathers; therefore, much of the work is either deemed safe or not safe, accurate or not accurate. This is set out in detail under the Maritime Coastguard Agency regulations:

<https://www.gov.uk/government/publications/workboat-code>

Accordingly, this Standard will only grade the Observation to a pass or a fail.

In contrast, the apprentice will be awarded a Fail, Pass or Distinction for the Professional Review and for the overall apprenticeship.

In order to gain a Pass the apprentice must achieve a Pass in each method – this represents full competence against those particular Knowledge, Skills or Behaviours in the Standard.

In order to achieve an overall Distinction, a distinction must be achieved in the Professional Review. The Distinction is designed to recognise the small proportion of apprentices who are seen as outstanding employees, regularly going beyond what is required to be competent in the role and seen as having greatest potential for the future.

The apprentice who achieves a Distinction can be described in broad terms as:

- Consistently exceeding the performance standards set for the role (both what is delivered and how it is delivered)
- Going beyond what is expected at this level
- Able to perform well in difficult situations or when under pressure
- Being seen as a role model by others
- Able to work upwards as well as with peers
- Showing they understand the wider context of the work they are doing

The following table shows the combination of assessment method grades to determine the overall grade:

<b>Overall Grade</b>	<b>Practical Observation</b>	<b>Professional Review</b>
Fail	Criteria not met	Criteria not met
Pass	Pass	Pass
Distinction	Pass	Distinction

The table in Appendix 1 outlines the criteria that will be applied for each assessment method.

Detailed guidance will be developed by the End-Point Assessment Organisation. It is based on the following principles:

- All Pass criteria need to be achieved – in achieving this the apprentice will be demonstrating all Knowledge, Skills and Behaviours in the standard
- Distinction builds on the Pass criteria to differentiate outstanding candidates

Practical Observation - Grading	
Fail Criteria	Pass criteria
The apprentice has not demonstrated they have met all of the pass criteria.	<p><b>The apprentice will be deemed to have passed the Practical Observation if they meet the following:</b></p> <p>The apprentice has demonstrated all of the core knowledge, skills and behaviours tested.</p> <p>The apprentice has answered each of the questions set by the Independent assessor correctly.</p> <p>Can explain the purpose of the International Regulations for the Prevention of Collisions at Sea, and can describe in outline how this relates to the role of Workboat Crewmember, if they were put in the position of getting the vessel home to a place of safety, in the event of the Master being incapacitated.</p> <p>Manoeuvres and berths a vessel up to 24 metres in length safely and in compliance with Port requirements.</p> <p><b>In addition, the Apprentice must meet at least 4 of the following 7 criteria (on a vessel up to 24 metres in length):</b></p> <p>Completes all towage checks accurately both in relation to the towing vessel and also the vessel to be towed.</p> <p>Demonstrates the correct use of a vessels lifesaving and firefighting equipment.</p> <p>Uses electronic Chart Display and Information System to correctly fix the current position of the vessel.</p> <p>Can moor a vessel safely using the on-board vessel equipment correctly.</p> <p>Demonstrates ability to correctly sling and secure cargo loads, using equipment safely.</p> <p>Plans and delivers a safe transfer of personnel. Can explain typical factors that can impact a transfer including weather, vessel type, and communication equipment.</p> <p>Demonstrates ability to safely and accurately fuel a vessel in compliance with</p>

	relevant regulation and legislation.
--	--------------------------------------

Professional Discussion – Grading		
Fail Criteria	Pass criteria	Distinction Criteria
The apprentice has not demonstrated they have met all of the pass criteria.	<p><b>The apprentice will pass the Professional Review if they meet all of the following:</b></p> <p>The apprentice has demonstrated all of the core knowledge, skills and behaviours tested.</p> <p>The apprentice has answered each of the questions set by the Independent assessor correctly.</p> <p>Can outline both Workboat legislation and also outline the regulations within own organisation that impact the operations in a Workboat.</p> <p>Can describe how they adopt effective and safe working and avoids risk through application of technical skills.</p> <p>Understands how their role fits with others in their immediate team and knows the importance of working as a team in accordance with both legislation and company rules.</p>	<p><b>The apprentice will be deemed to have achieved a Distinction if they meet the Pass criteria and in addition:</b></p> <p>Demonstrate a full understanding of Workboat legislation and in discussion uses examples that demonstrate an understanding beyond their immediate role, with an awareness of wider issues and challenges impacting on the Workboat sector.</p> <p>Demonstrates leadership abilities through a proactive and disciplined approach which avoids risk through the application of safe working practices</p> <p>Can provide at least one example of when they have remained effective and delivered results when in difficult conditions or under pressure while in open waters.</p> <p>Is a role model for peers by championing the organisations values.</p>

### Re-sits & Re-takes

All assessment methods must be successfully completed within a 2 month period of each other, after the EPA gateway.

The candidate must pass the Practical Observation in order to continue to the Professional Review.

If an apprentice fails any component part of the end-point assessment they can re-sit that component. A re-sit does not require further learning.

If they fail the EPA then further development must be provided prior to a re-take. A re-take requires the apprentice to undertake further learning and therefore would need to go through the gateway process again.

If re-sits or re-takes are required, apprentices should complete these within 6 months. There is no limit to the number of re-sits or re-takes within this period.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail. An apprentice cannot retake any part of the EPA in order to increase their grade from a pass to a distinction

In the event of extenuating circumstances, apprentices can be given the opportunity to rearrange their date, subject to the agreement of the independent assessor. Any appeals in relation to the outcome of the end-point assessment will be managed by the EPAO whose decision is final.

## Appendix 1

Knowledge, skills and behaviours are tested as follows:

Knowledge, skills, behaviour	Tested by observation	Tested by professional review
<b>KNOWLEDGE</b>		
•Typical types of equipment carried on workboats, such as main engines, pumps and winches and how to maintain and operate these.		√
•The range of workboat activities, situations and procedures including dive support, salvage, laying and recovering moorings for larger vessels, anchor handling, construction, transfer of personnel and equipment, survey and guard duties		√
•How to undertake basic chart work, navigation and look-out in order to be able to keep a bridge watch under the supervision of the Master	√	
•The different methods of radio communications and when and how to engage these depending on the situation	√	
•Setting up a towline, including all components (wire, shackles, swivel, delta plate, stretcher, bridles), understanding the importance of the Minimum Breaking Load throughout the towing set.	√	
•A wide range of emergency procedures, for the varied type of environments that they may work in such as emergency evacuation procedures in an offshore wind farm.		√
•Survival techniques in water and the different types of survival equipment carried on workboats such as retrieval equipment		√
•Safe working practices including crane operations, international signalling system and mooring systems.		√
•Basic hygiene procedures to ensure the safe preparation of meals on board		√
•Statutory and industry regulations for safe working on board a workboat, with particular regard to entering enclosed spaces, working at height and cutting and welding operations		√
•The impact of external forces on a workboat such as sea state, swell and wind		√
•The basic stability of a workboat and the factors which may affect it, such as distribution of cargo and fuel		√
•The maintenance of machinery systems on board a workboat		

		√
•The security regulations and processes of challenge and identification checks for any person boarding a workboat	√	
•IT systems commonly found on modern workboats, including computer based recording systems and navigation equipment, in order to be able record and interrogate relevant information.		√
<b>SKILLS</b>		
•Take responsibility for personal safety and the safety of up to 24 persons on board such as passengers and technicians who may not have marine experience and other crew members	√	
•Respond to a wide range of emergency situations with minimum instruction or guidance, using their own initiative. Deploy and operate emergency equipment appropriate to the situation. E.g. Life rafts, man overboard equipment, emergency pumps, emergency towlines	√	
•Maintain and operate life-saving and fire-fighting equipment and administer emergency first aid and communicate with the coastguard in the event of a medivac, if required.	√	
•Steer a workboat, alter course and transit to a safe haven or berth through busy waterways and in an emergency situations manoeuvre a workboat to enable recovery of man overboard or safe boarding of RNLI or MCA, in the event of the Master's incapacity.	√	
•Load and unload cargo and equipment using deck cranes, including the correct slinging of loads, use of international signalling methods and correct stowage of dangerous goods	√	
•Operate winches and other mooring equipment to safely anchor, moor or unmoor a workboat in isolation	√	
•Assist in multi-skilled deck operations, such as anchor handling, plough dredging, survey activities, setting up a tow, recovery of towline in adverse weather conditions, transfer of personnel and equipment	√	
•Maintain a workboats machinery including main engines and deck equipment in full operational condition		√
•Maintain a workboats weather and watertight integrity and take necessary action if breached		√
•Undertake emergency repairs and fuel filter changes whilst underway		√
•Ensure safe means of access to/egress from a workboat	√	
•Prepare crew meals ensuring correct hygiene standards are maintained	√	

•Identify and manage their own and colleagues wellbeing by effectively recognising signs of fatigue		√
•Apply IT skills including basic spreadsheet and word processing to enable appropriate and statutory information to be recorded such as engine and maintenance records, hours of work		√
<b>BEHAVIOURS</b>		
•Appreciate the need to follow safe working practices		√
•Always try to carry out their duties efficiently and to the best of their ability	√	
•Work flexibly, and adapt to changes in the role of their vessel		√
•Have a positive attitude to compliance with company rules and procedures		√
•Work as part of a team to encourage others and engender a team spirit	√	
•Be considerate to fellow crewmembers, particularly: •Those who need to sleep whilst others are awake, •In being punctual when joining ship, returning from shore leave and reporting for watch keeping and other duties, •In the use of shared facilities, •In terms of equality, diversity and respect for other cultures		√
•Be sympathetic to the protection of the marine environment from pollution		√

## Appendix 2 – Specific Assessment Scenarios

The EPAO in liaison with the employer, will select a vessel that the apprentice is familiar with as part of their normal place of work. The vessel will typically be no more than 24 metres in length. The vessel will be initially berthed during the observation. The Master of the vessel will be on board but does not have an active role in the observation. The Master will ensure the overall safety of the vessel and compliance with any port requirements.

The Assessor will be given a ‘Safety Brief’ on boarding by the apprentice which will also cover elements of the basic safety / LSA knowledge from the Standard.

### a) Use of Life Saving Appliances (LSA) and Fire Fighting Appliances (FFA)

**(Allow 15 mins +/- 10%)**

The apprentice should be able to demonstrate to the assessor that they are confident and familiar with all of the workboat’s LSA and FFA:

- At the start of the EPA the apprentice should give the assessor the workboat’s Safety Briefing

- The apprentice should locate and demonstrate (or simulate) the correct use of the workboat's lifesaving appliances and fire-fighting appliances
- During the EPA the workboat should undertake a man overboard (MOB) drill and a fire drill. During the drills the apprentice should demonstrate the use of the workboat's MOB equipment and the correct procedure for extinguishing an engine room fire

**b) Towage Gear Set-Up Check List for crew (Allow 30 Mins +/- 10%)**

The apprentice will undertake all of the towage checks they would need to complete for a typical towage before the vessel commences its task.

The IA will follow the apprentice around the vessel and will observe them making their necessary checks for that vessel.

Towing gear should be checked and logged for condition, including free movement, (where appropriate), wear, lubrication, cracks, prior to towing. Equipment checks to include:

- Towing vessel and vessel to be towed should both be prepared/checked for Water/Weathertight Integrity
- All loose equipment on both towing vessel and vessel/s to be towed should be either stowed or secured
- If relevant, emergency towing gear should be checked in its entirety for condition, including release points, snags, fixing points, pickup line and float

\* Note: If assessment vessel is not a tug, the candidate should describe such additional equipment found on a tug

The IA will not intervene, however at the end of the observation they will alert the Master to any health or safety related issues where they have concern.

**c) Use of Electronic charts, including checking vessel position**

**(Allow 10 mins +/- 10%)**

The apprentice will demonstrate how to fix the workboat's position using the on board ECS/ECDIS.

The Apprentice should demonstrate a knowledge of:

- The limitations of the ECS/ECDIS
- Importance of cross-checking the position by other means e.g. Radar or visual
- The risk of losing chart data through 'over/under zooming'
- How to check the quality of the chart data

- The back-up system to the vessel's ECS/ECDIS (2<sup>nd</sup> independent ECDIS or paper charts)

**d) Mooring/unmooring a Workboat (Allow 20 mins +/- 10%)**

The workboat Master will bring the vessel alongside and the Candidate will carry out the mooring of the vessel in an appropriate manner including:

- Demonstrate securing and letting from a berth or mooring
- Demonstrate an awareness of and can describe the dangers of 'bights' and snap-back zones during mooring operations
- Adjust mooring when alongside to take account of tidal / weather conditions
- Operate and use all machinery in accordance with safe procedures

**e) Basic manoeuvring of the vessel, including berthing alongside**

**(Allow 40 mins +/- 10% for this section)**

The Master of the vessel will be on board but does not have an active role in the observation. He will ensure the overall safety of the vessel and compliance with any port requirements. (At all times the Master shall be in a position to intervene if safety is compromised)

The candidate will take the 'Con' and complete the following manoeuvres:

- Brief the crew prior to berthing and use correct terminology. Briefing should include order of ropes to be let go and/or put out when berthing
- Communicate effectively during berthing operations
- Demonstrate maneuvering of the vessel letting from a berth or mooring
- Demonstrate control of the vessel to complete a simulated man overboard recovery
- Return the vessel to its berth
- Demonstrate a basic understanding of the International Regulations for the Prevention of Collisions at Sea, through response to questions

**f) Cargo handling, including slinging and securing of loads**

**(Allow 15 Mins +/- 10%)**

The apprentice should work through a lifting operation and be able to:

- Demonstrate how to select correct lifting accessory for the cargo being lifted
- Explain the checks to be carried out prior to using a lifting accessory
- Demonstrate how to sling a load correctly
- Provide clear and accurate signalling to the crane operator, to include;-

- slew, raise/lower the jib,
- raise/lower the hook line,
- slow and fast lifting/lowering,
- emergency stop
- Demonstrate practical and safe operation of a deck mounted crane
- Has a knowledge of emergency procedures regarding crane failure, fall of load, hydraulic leak etc
- Demonstrate how to use deck fastening equipment
- Explain cargo loading areas on board and identify where on board the vessel DG can be stowed

**g) Personnel Transfer checks (Allow 10 mins +/- 10%)**

The apprentice will have 10 minutes (+/- 10% tolerance permitted) to carry out/talk through the checks they would need to complete for a typical personnel transfer:

Preparation for the Transfer:

- Ensure transferee wearing appropriate clothing and PPE
- All equipment ready, safety lanyard, fall arrest equipment
- Communications equipment tested between Master and Deckhand (and between vessels if vessel to vessel transfer)
- Weather and sea conditions assessed as suitable

During Transfer:

- Clear instructions given to transferee
- Check they are ready
- Monitor communications for warnings from Master / other vessel
- Monitor conditions
- Be prepared to halt transfer if conditions deteriorate

If Apprentice is from a Crew Transfer Vessel, they will be expected to have a more in depth knowledge related to the transfer of Technicians to Wind Turbines;-

- Explain use of fall arrest equipment
- Procedure to 'count' transferee back on to deck from TP
- Buddy Checks

**h) Fuel Transfer operations (Allow 10 Mins +/- 10%)**

The apprentice must demonstrate how to undertake a fueling operation on board to include:

- Has an understanding of a Port Authority's requirement for authorisation for any quayside fuel transfer operation
- The control measures that must be in place for any fuel transfer operation on that vessel
- Understands emergency procedures in the case of a pollution incident and can locate counter pollution equipment held on board the vessel
- Can locate and explain the contents of a vessel's safety management plan with regard to prevention of pollution and emergency procedures e.g. SOPEP manual
- Has an understanding of 'permits to work' for fuel transfer activities and how to interpret the requirements of a permit to work