# Operational Procedures

# Version 3

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## Instructor Code of Conduct – All disciplines

**You**

First impressions count. Be smart, wear a company shirt, shave (if needed), brush you hair. Ideally wear a white shirt on first day of high-level MCA/STCW/IMO/SQA courses.

For safety/hygiene, ensure you and students wear shoes both onboard and in the classroom.

Know your stuff. Be solid in your field. Don't bluff. If in doubt – ask, and we'll help.

Smile… be welcoming when a student arrives. Shake each by the hand and learn their names. Show them where to get a drink and indicate where toilets are located.

**Course Guidance**

Considerable information about the syllabus, teaching method and course content are available in the course information folder or in the relevant logbooks. SeaRegs follow this good practice. Operationally, please ensure that you also follow the guidelines below.

**Course Start Guidelines**

To allow you to prepare, organise resources etc, get the kettle on and sort out any issues; Instructor arrival times before course start should be:

- Classroom 50 minutes
- Yachts 90 minutes
- Motor vessel and RIB 60 minutes

**Check:**

Vessels - are fuelled and all safety & teaching items are on board using the pre-course checklist. Classroom – is clean, tea/coffee point stocked, all teaching resources laid out in order and ready using the pre-course checklist.

Review the course register for students details relevant for the course such as swimmers, medical, learning requirements or dietary considerations and that the course is the correct one for them. Check if booking forms or contact registers need to be signed.

**Safety**

Know the kit. Ensure you know where and how any kit works before use, whether it is a projector, TV audio visual system, radar or when a particular seacock is used. If in doubt – ask and we will help.

Day one - always start with a safety brief - following the appropriate checklist. Know your actions and what you would do with your students in an emergency. Log that the brief has taken place. Be an example on safety issues – always show good practice.

Classroom safety brief checks will be in all classrooms fixed to the desk. The classroom safety brief can also be found in **Annex 1**

**The Shoreside fire plan is located on the wall in the classrooms and this should be highlighted in the classroom safety brief.**

**The safety brief onboard a vessel will include extinguishers and their actions.**

Report safety or kit deficiencies/breakages. Ensure paperwork and records are completed. Record who is onboard or in class, and inform us of shortfalls so we have knowledge in an emergency.

**Teaching**
On longer or tailor-made courses, establish the students starting point and prior experience plus any weak points they may want to work on.

Make the teaching relevant, punchy and time efficient. Teach to get interaction from the class, do not stay seated or doing one type of exercise for more than 30 minutes.

Do not overcomplicate the subject where it doesn't need to be – keep it simple or break down difficult subjects into smaller chunks.

Each course has its own learning objectives and the lesson plans have been structured to cover the objectives within the specified time. Whilst following the lesson plan, instructors may need to adapt or change the plan according to the learners, some will be more capable and need stretching whilst others may struggle with some concepts and require more time. Instructors have access to a range of resources to deal with both situations and are encouraged to discuss any issues or problems with learners with senior management to ensure support is on hand if needed.

A guide to Special Education Needs has been developed for both instructors and students to raise awareness of any specific student needs and how we can help students on courses. Resources such as colour overlays are available for use and are found in the office. **See SEN Guidance**

**Social media**
Social media is a powerful tool that can be used for and against the company. Instructors will not post any disparaging remarks about the company on social media. Any posts should be upbeat and to the point and not mis-interpreted.

If using Social Media about a course you are running, it should be uploaded to the SR site first, then share it on your own.

**Instructor development.**
To make sure the standards of teaching, knowledge and skill within the company remain at the high standard our customers expect, senior teaching staff will periodically complete teaching reviews of course delivery staff.

This has two main outcomes: first to make sure the course syllabus is being taught to an acceptable level. Secondly to provide feedback to the instructors and help with instructor development and progression. A blank Instructor Development Record is found in **Annex 2**.

**Debriefing**
Many courses (especially high level or longer courses) require student debriefs. Identify to the student the possibility that this will happen at the course introduction, and that these debriefs will happen during and/or at the end of the course. We have a midweek debrief form which can be useful if you have difficult students so that you and they can keep a record.

Remember debriefing should be positive and identify strong areas and how to make weak areas better. Get their take on how they are performing. Be honest and fair.

If a student is not performing to a required standard, inform the office and the student. This is normally about 1/3$^{rd}$ the way through the course. Then update all parties as the course progresses.

**Customer feedback**
Offer evaluation forms to the students, for classroom courses. Forms should be handed in to the office or the instructor on their way out. An electronic version of the form is now available, the link to complete it online can be emailed to the student, or available by QR Code, if required. A copy of the feedback and complaints procedure can be found in **Annex 36.**

**End of course guidance**
All defects, maintenance or resource issues should be recorded and reported to the Office at the earliest time and reinforced at the end of the course.

Tidy up and ensure all deficiencies are logged. Leave safety equipment in a way that it can easily be checked and will stay dry and remain fresh.

Please refer to the instructions taped to the desks in the classrooms and in the vessel folders for up-to-date detailed instructor duties and safety briefs.

**Survival, World Sailing and Fire courses**
- Consider any extra briefings such as when working in the workshop.
- Ensure you review the medical details
- Ensure the correct clothing is worn at the correct time as per procedure checklists for the course.
- These courses take two people to run for the practical exercises and other people to get gear in place for you, ensure you arrange with office/staff what is required.

**Navigation courses**
- We try to allow a desk per student so that a chart can be spread out.
- Other one day courses are two people to a desk.

**Starting the course**
- Follow the safety briefing checklist. See **Annex 1**
- Late arrivals – inform office (they can give them a call) if no reply wait 5 minutes – then start with introductions from group.
- Over 45 minutes late is hard to make up on a one day course and they probably will need to attend again (unless mitigating circumstances)

**Food/Drinks**
- Ensure those with dietary needs get their food so it does not get eaten by others.
- Hoover up the classroom floor if it looks like it has been a food fight
- Do not leave sandwiches in classroom after lunch – refrigerate and recover
- Ensure drinks are not put on tables with laptops, tablets, simulators etc
- Food waste should go in bin downstairs in kitchen
- Upstairs tea/coffee point gets messy – please keep it tidy and wipe down surface

**Issues with Students**
Alcohol and drugs - passengers, students, and trainees
Due to the nature of our training, operation and the possible safety issues or disruption to a class or onboard a student or passenger will be asked to leave the course if they show signs of being under the influence of drugs or alcohol.

Where this is the case, the person will not be entitled to any recompense and will lose any fees paid.

**Disruption in the class**
If you have someone being disruptive during the class, such as ‘smart Alec’ answers - Don’t stand for it. Try your hardest during the actual lesson to control the person or situation. Don’t humiliate them in the class (as this can lead to a them and us situation), but talk to them during a break.
Also inform the office and make a note of what was said and when and what was their response.

## Annex 1 Classroom Checks & Safety Brief

| SeaRegs Classroom Checks & Safety Brief | |
|---|---|
| **Instructor checks before students arrive** | The classroom is safe to use.<br>No trip hazards. Cables have been covered or taped down.<br>General appearance and temperature of classroom is OK.<br>Teaching aids for the first half of the day are to hand. Other items on site<br>AV equipment is functioning correctly<br>Booking forms/register has been consulted & MEDICAL/SEN issues known<br>Check if paperwork needs to be completed (apprentices or BF)?<br>Course material set out for students – pens, handouts, spare paper |
| **Roll Call…** | All present and Photo ID Checks (STCW/MCA courses) booking forms/admin, medical details and emergency contact completed.<br>Contact office if problem. |
| **Instructor safety and course brief** | |
| **Fire Alarm & Fire Exits** | A fire bell. Exit through the front door – follow the signs. |
| **Muster point** | The gates by the top of the slipway near to the Guard Room café.<br>Fire plan is on the wall |
| **Dangers** | Boat, crane and vehicle movements outside. Consider slips trips and falls.<br>Any special requirements – boots, long sleeves, pool sessions etc. |
| **Smoking Area** | At the side of the building. |
| **Toilets** | On ground floor. |
| **Drinks** | Regular breaks but if you need a break please say. |
| **Lunch** | Provided on day long courses. |
| **Mobile phones** | Turn to silent please. |
| **Educational Needs** | If you have any, please let me know – we will do what we can |
| **Assessment** | Normally written, can be oral but tell us by lunch, so we can arrange. |
| **Timings…** | Approx. finish time any flights/trains. |
| **After course checks** | |
| **Paperwork - complete** | Register/booking forms/assessments/feedback/contact registers/reports |
| **Resources stowed** | Any charts/resource put away – tidied so not left for others to sort |
| **Problems/breakages** | Student issues or kit breakages/low stock reported to office. |

| Extra classroom Information | |
|---|---|
| **Starting the course** | • Late arrivals – inform office (they can give them a call) if no reply wait 5 minutes – then start with introductions from group.<br>• Over 45 minutes late is hard to make up on a one-day course and they probably will need to attend again (unless mitigating circumstances) |
| **Food/Drinks** | • Ensure those with dietary needs get their food so it does not get eaten by others.<br>• Hoover up the classroom floor after lunch if it looks untidy<br>• Do not leave sandwiches in classroom after lunch – refrigerate and recover<br>• Ensure drinks stay off tables with laptops, tablets, simulators etc.<br>• Food waste should go in bin downstairs in kitchen<br>• Upstairs tea/coffee point gets messy – please keep it tidy and wipe down surface |
| **Engineering courses** | • Ensure suitable footwear is used<br>• Use gloves if students are allergic to fluids or if fluids cause irritation<br>• Be aware of manual handling issues |
| **Survival, World Sailing and Fire courses** | • Consider any extra briefings such as when working in the workshop.<br>• Ensure medical details are checked before survival/fire sessions<br>• Ensure the correct clothing is worn at the correct time as per procedure checklists for the course.<br>• These courses take two people to run for the practical exercises and other people to get gear in place for you, ensure you arrange with office/staff what |
| **Navigation courses** | • We try to allow a desk per student so that a chart can be spread out. |

## Annex 2 Instructor Development Record

| **Instructor:**<br>**Topic:** | **Observer:**<br>**Date:** | **Centre: SeaRegs Training Plymouth** |
|---|---|---|
| **Notes:** | | |

| **PROGRESS TOWARDS THE STANDARDS: AREAS OF STRENGTH AND AREAS FOR DEVELOPMENT** | |
|---|---|
| **Professional attributes** | |
| Teaching relationships with students:<br>have high expectations<br>model positive attitudes and behaviour | |
| Professional knowledge and understanding | |
| Subject knowledge and related pedagogy<br>STCW/MSA/MCA | |
| Professional skills | |
| Planning<br>• Progression/effective learning sequences (within/between lessons)<br>• Opportunities for pupils to develop<br><br>Teaching<br>Range of strategies and resources:<br>taking account of diversity;<br>promoting inclusion of students:<br>Building on prior knowledge<br>Matching language to learners:<br>effective explanations, questioning, discussion.<br>Managing whole class/group/individual learning; modifying teaching to suit class size<br><br>Assessing, monitoring and feedback<br>Effective range of strategies<br>Giving constructive feedback<br>Supporting pupils' self-reflection<br><br>Learning environment<br>Purposeful and safe (safety brief)<br>Clear framework for behaviour<br><br>Feedback | |

| **POINTS FOR DISCUSSION AND REFLECTION WITH REGARD TO:** | |
|---|---|
| **Planning and expectations** | |
| **Teaching** | |
| **Pupils' learning** | |

# Annex 3 RYA Powerboat Training

**Instructors**

All courses to be taught by a qualified RYA powerboat instructor with the correct endorsements for the course running. The validity of the instructor certificates will be checked by the Chief Instructor and office manager regularly.

Instructors are expected to arrive to the centre **1 hour** before the start of the course to make sure there is enough time to prepare the classroom and vessel.

The classroom will be set up with:
Lifejackets
A chart of the operating area
Tidal information
Passage plan booklet
A5 Medical declarations to ensure there are no issues with neck/spine or other medical problems
Pens

All instructors are expected to be presentable in appropriate clothing with company shirts and as per the instructor code of conduct.

**The vessels**

All company vessels have a pre course check list on a Vessel Management Platform called "Safety Culture" on the tablets. (The RIB checklist can be found under RHIB Pre Course Checklist) These should be completed by the instructor on the first day of any course or charter. This is done to make sure all of the appropriate equipment is onboard the vessel and to confirm it meets the RYA and MCA requirements for commercial vessel which is part of the master/skippers responsibilities.

The Daily Checks (RHIB Daily Checks) need to be completed before the vessel is used on each day. This can also be found in the same place as the pre course checks. This can be completed by the students but need to be signed off be the instructor/skipper who remains responsible.
A hard copy of the checks can be found in **Annex 4**

The vessel, depending on where it is located, will need to be moved from either Plymouth Yacht Haven marina or launched from its trailer and moored on Turnchapel Wharf pontoons. In busy periods Turnchapel Wharf staff should be consulted as to where the vessel can be left. If both RHIBs are being used, one will be retrieved on the trailer at the end of the day by one of the skippers and someone who can drive the vehicles.

When alongside, safe access to the vessel and boarding the vessel should be in place, **Annex 15** has more details on safe access.

Collect the vessels lifejackets from the store, check them and have them in the classroom ready for the students. You can give instruction on wearing and fitting them in the comfort of the classroom.

If there are any defects on the vessels these should be reported via the *vessel management platform* and verbally. If it is a defect that means the vessel is not meeting the RYA or MCA requirements, or that it is not fit for use, then it should be reported to the office manager who will contact the relevant maintenance person.

**Course paperwork**

Course paperwork with course registers, booking forms and any relevant course material will be found in the course folder in the office. The office team member on the morning shift will normally give the folder to the instructor or have it available for collection on the top shelf of the course folder cupboard, behind the desk in the office.

Instructors/Skippers should review the forms to check of medical, swimming or other information and discuss any issues with the client and/or company.

**Weather**
Download the current inshore waters forecast from the Met Office, this is important as you may need to adjust the course plan due to the forecast.

If you may lose time due to weather, ensure that you get high speed or key elements that need to be done outside the shelter of the Cattewater in the calmer weather. Sometimes we may just have a very long day on the water and a day ashore. If in doubt speak to the Chief Instructor for guidance. The vessel should not be outside the breakwater if the forecast is over F4. If there is a case or requirement for being outside of the Plymouth breakwater in F6 or more – the DP should be notified.

**Reduced visibility**
If visibility starts to reduce, it is suggested that the vessels starts to head for Turnchapel, its home port or a near place of refuge.
Required visibility is:
Cattewater - 2 cables by day, 5 cables by night
Sound and other rivers. 5 cables by day, 8 cables by night
Vessels shall use all their aids for lookout and maintain a listening watch on Ch14/16 or PORT OPs
If at sea, they shall take all necessary precautions and course of action as deemed by the skipper.
However a vessel shall not proceed to sea in visibility less than 1 mile and not outside the breakwater with a forecast of fog.

**Lightening**
During heavy thunderstorms and lightening, the vessel should proceed back to base or to a pontoon where all crew can seek shelter.

**Greeting the students**
When students arrive, the office team will direct them to the relevant classroom showing them the toilet and tea and coffee making facilities. When they arrive at your classroom make sure you are waiting to greet them introduce yourself and make them feel welcome. Remember some people this may be there first boating experience and they may be nervous.

**Waterproofs**
Waterproofs are located in the storeroom in the portacabin. Please make sure students that need them have been allocated them when they arrive, they are the instructors responsibility for the entire course and should be returned to the storeroom and hung up after the course is finished. Powerboaters often come with outdoor walking waterproofs which may not be suitable in some of our extreme conditions.

**Course and vessel briefings**
Pre course introductions and briefings should happen on the first day. At the start of any course which starts in the classroom a classroom safety brief should take place. The check sheet for this is stuck to each instructor table in the rooms but a copy is found in **Annex 1 Classroom Safety Brief** of this document.

Before the commencement of any voyage the Skipper should ensure that all persons on board are briefed on safety. Rib safety brief check list is found in **Annex 4**.

For RYA powerboat courses you will also need to cover an introduction to the equipment onboard the vessel including how the equipment works. This may well be above that of the briefing above and maybe split onto the second day.

**Courses for a Certificate of Competence (Advanced, Coastal, Offshore)**
On day one, instructors should visually check the candidates docs for pre requisite qualifications and seatime:
VHF/DSC
First Aid (In Date)
Commercial endorsements (Medical/PPR etc) if required
Exam fee - knows the online process/who is paying (best done after a few days when level is known)

Seatime is a question between the candidate – their conscience and the RYA. If they say they don't have it, the RYA will not examine them. Always suggest they complete an SeaRegs seatime proforma or write their passages seatime on an A4 sheet so they have thought about it and have the passages/seatime prepared before the examiner comes along. Eligibility is in RYA G20 or G158.

**Passage planning**
Before going afloat SOLAS Ch V requires all vessels to prepare a voyage plan. In the case of powerboating this will be recorded on a passage planning proforma (located in the passage planning book) and will consult tide, weather information, LNTMs and staying within a pre-determined operational area. Passage plan proformas (**Annex 10)** will be in the logbook for the vessel and this should be fully completed prior to going afloat. The logbook should stay in **the office file store by the door** and a copy of the passage plan should be taken afloat in a plastic wallet and a new one completed daily.

Passage planning forms can be filled by the instructor on the first day, but it is a good teaching opportunity for the students to find the information needed to complete the form such as weather, tides and LNTM and there is a need for students to understand the importance of passage planning at all levels. Therefore they can fill it out on subsequent days.

**Safe Access**
It is the skipper/instructor's responsibility to maintain safe access to the vessel. This will start with where the vessel is moored on the morning of the course. The vessel must be securely alongside where people can short step on to the vessel with handholds either at the console or the seat backs. (Also see **Annex 15** for skippers responsibility to safe access)

**Mooring**
Fenders will always be used when practicing coming alongside and when left alongside and moored. They will be moved appropriately to ensure they are correctly positioned for the exercise.
When a vessel is left alongside, in the morning, lunch and during breaks, it shall be moored with:
Bow line
Stern line
Bow spring
Stern spring

Mooring lines will be tidied/coiled in the boat when it is operating so that there are not lines on the RHIB floor. They should be secure so there is no chance of them coming undone and ending up outside the boat when underway. Mooring lines should only be attached to Stainless Steel fittings such as cleats and arches. Rubber fittings should not be used for mooring lines.
Remember that even though you are teaching on a RHIB, the students may have larger GRP vessels that require all lines and fenders rigging.

**Lifejackets**
Lifejackets will be worn when on the vessels and pontoons. Check all students are wearing lifejackets correctly before leaving the building – there is a 'reminder' sign on the main door. All students will be accompanied on the pontoons at all times as this is a working yard, and the pontoons can be busy and often hazards change. See operational guidelines on Lifejackets and harness use **Annex 15**

**Afloat operations**
It is important that the vessel is operated in a seamanlike manner at all times, as the vessels are liveried up and are well known in the area. They also have AIS and so the port know where and who we are. Be vigilant.

Consideration to other users is important. Boats may create disruptive wash even at low speed, whatever the speed limit. Staff will ensure the vessel is slow enough to minimise wash when around susceptible areas and other users.

A kill cord will be worn at all times when the engine is running by the helmsperson. A second kill cord will be worn by the instructors when teaching persons under the age of 16 and in any situation the instructor deems it appropriate. A second killcord will be used when undergoing planning on Gauntlet when under instruction.

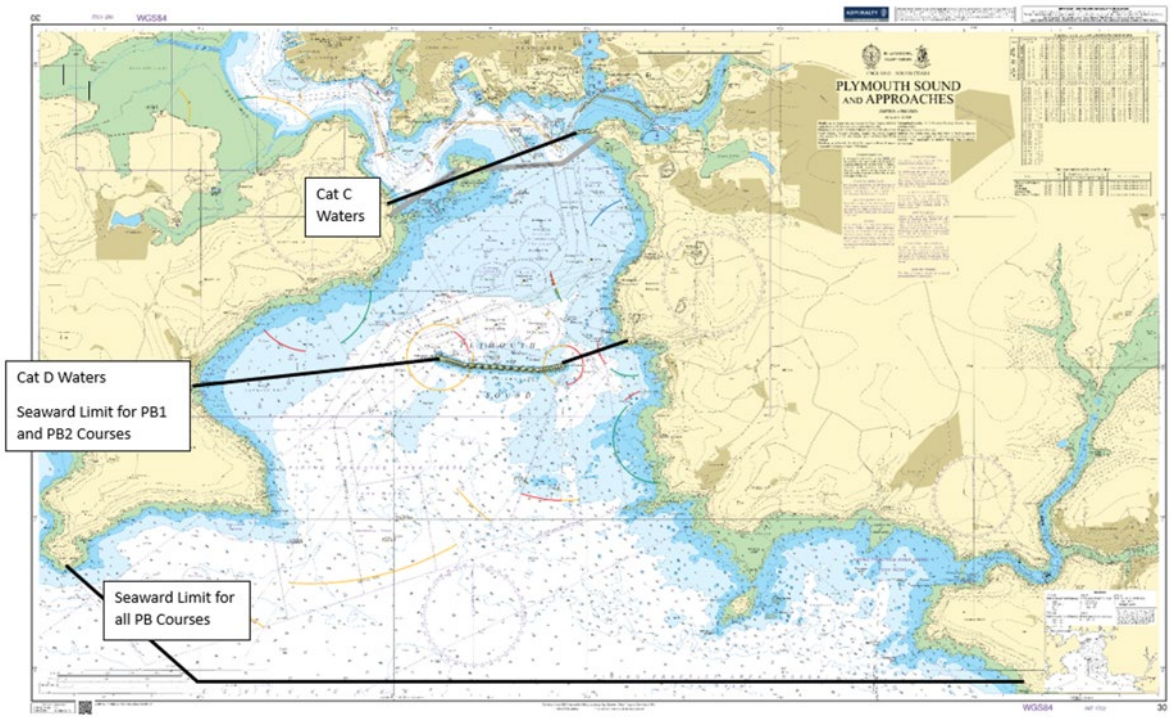
**All vessels are prohibited;**
- Within 50 metres of the walls, slipways, and boundaries of HM Naval Bases etc.
- Within 50 metres of any of His Majesty's vessels or foreign warships or auxiliaries.
- Within 100 metres of submarines berthed alongside HM Naval Base.
- Anchoring within 100m of a HM craft or facility.

**VHF:** VHF Channel (Longroom Ch.14 or Flag Ch.14) can be monitored to build a picture of traffic movements around the port. It is therefore required that Port Operations and 16 is used via Dual Watch.

**IRPCS:** Ensure you apply the ColRegs. Keep to the starboard side of the channel and make your intentions clear. Plymouth Port states that all areas North of the Plymouth breakwater are deemed 'Narrow Channels' for the purposes of the IRPCS. Vessel of less than 20 metres shall not impede a vessel which can safely navigate only within a narrow channel or fairway.

**Near Misses or Incidents:**
Any near misses or incidents should be reported to the Office and Chief Instructor as soon as possible and possibly the MAIB depending on the circumstances. (See **Annex 31**)

**Powerboat Outer Limits**




When running RYA Powerboat Level 1 and 2 courses the area of operation shall not leave the Cat D limit and most can be done within Cat C waters. Areas to use for close quarters and alongside training are as follows

- Turnchapel pontoons
- Plymouth Yacht Haven Outer pontoon (Inside the pontoon or marina you must get permission from the marina office)
- Cattewater moorings inside mount batten breakwater
- Oreston trot moorings

For planing areas see the 'Planing and MOB policy'.

All persons on ribs should be seated on a dedicated seat while underway. When there is a need to move around the vessel when underway, E.G., to move fenders and get lines ready this should only be done at slow speeds and the skipper/instructor should consider the risks before this takes place.

When teaching Powerboat level 1 and 2 courses, the instructor shall sit with direct and uninterrupted access to the throttle. On Sabre this is in the seat next to the helm. On Gauntlet this will be on the tube next to the throttle during slow speed manoeuvres. During planing manoeuvres and whilst transiting between river and high-speed area etc, the instructor will sit next to the helm in the seat with a **second kill** cord so they can stop the engine if they see fit during the exercise. See the planning and MOB policy below for details.

**Kill cord use and management**
A kill cord will be used at all times the engine is started.
When swapping the kill cord between students or instructor the engine will be:
1) out of gear and either;
2) Stopped, so that there is no chance of accidently hitting the throttle during changeover; or
3) When the circumstance of the case admits, engine running, but the instructor will have the kill cord in hand and a hand on the throttle, so that the engine can be stopped before a problem arises.

**Emergency Drills**
All practical courses shall carry out and log the following drills:

One day courses
a) Abandon ship/Muster (this can be done as part of the safety briefing)

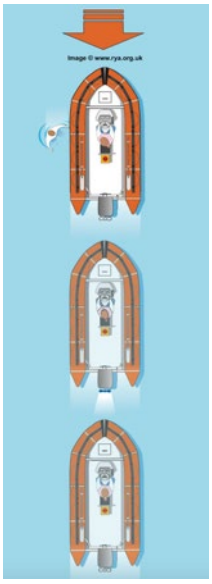
Two day courses
b) MOB as part of exercise but should also include retrieval kit
c) Fire – please alternate between Engine and accommodation fire

Three day courses or more
d) Steering failure – theoretical discussion/Desktop exercise and show of parts and equipment
Therefore on a four day course, drills a,b,c and d will be carried out and recorded.

Records of completion of drill shall be kept in the logbook or RIB passage sheet. If drills are not completed, the reason why they were not shall be recorded.

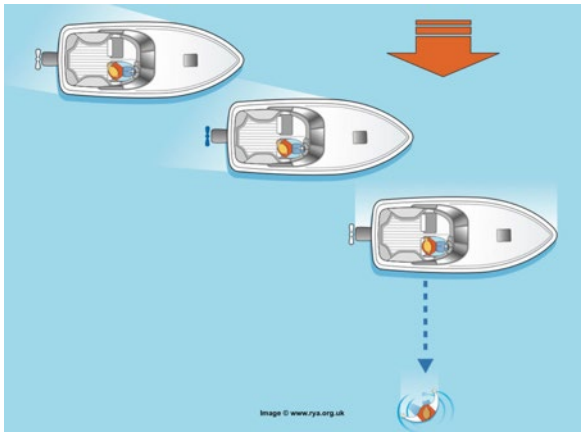
**Critical systems onboard**
There are specific systems onboard that fall into the category of equipment critical for for safe operation of the vessel should a hazardous situation occur. It is imperative that these systems are checked and known by the skipper/instructor and checks are carried out to ensure their operation.
Such systems onboard may include:
Emergency steering systems
Engine buzzer alarm (overheat and charge)
Bilge pumps
Fire fighting equipment
Lifesaving appliances

**Person in the water**



By teaching good seamanship, such as safe movement onboard and communication, we should be able to prevent most cases happening.

There are two methods that should be taught: the into wind approach and the drift down method. The drift down approach should be practiced as this will work on all vessels.



The into wind approach is useful on sailing club rescue boats, which have two people and the vessel traditionally has a low bow, such as a RIB. However, if contact is not made, the bow blows off.

The drift down approach is more reliable and repeatable on nearly all vessels

Considerations

- In normal circumstances a person falling in the water is a VHF Mayday/DSC Distress.
- If at high speed, slow down gradually before making a turn back to the casualty so others are not thrown out of the boat. Inform the crew by saying, 'Slowing Down'.
  DO NOT ATTEMPT TO EMERGENCY/CRASH STOP.
- Slow down gradually so as to not swamp the transom.
- Use the small MOB dummy (buoys/short length of chain) onboard the boat for PB2.
- We have a Ruth Lee and half dummy which can be used on tender operator intermediate and advanced courses due to the size and weight. But a dynamic risk assessment should be used with the persons onboard if they can handle such weight and if back injury is likely.
- The students must be able to make a dead slow approach and come to a stop at the dummy in the water.
- When in contact range of the dummy or person in the water, stop the engine (This can be a 'simulated stop' at the instructor's discretion. – need to escape, safety etc)
- Teach about Cold Water Shock and signs and dealing with hypothermia.
- Discuss methods for retrieving a casualty.
  Over the back of a stopped engine using the vent plate as a step.
  A line looped in the water rigged from bow to stern – to create a foot loop.
  Deflating a tube and rolling them in.
  Use of a rescue net to scoop them in.
  Liferaft inflation and use.

## Recovery of a person in the water

Recovering a person from the water can be difficult on a high sided vessel and training and drill should be conducted to make sure all onboard know how to effectively deal with the situation as quickly and efficiently as possible. Drills will also highlight any issues with the kit or procedure which may need to be adapted if this is the case.

Onboard the Ribs there are several ways to recover a person from the water.

- Use the engines ventilation/cavitation plate as a step and trim the engine to assist (if conscious)

- Deflate the tube on the lee side and roll the casualty in to the vessel (The vessel will float with a deflated tube trust me I've done it)
- Worst case if you cannot recover the person put a line under the arms and tie them to the tube face up and broadcast a mayday
- Use a net connected to the side of the ribs for retrieval and sccop them up.

**Anchoring**
Anchoring can be done in suitable areas instructors/skippers should consult the chart and if unsure seek advice from the Chief instructor or a senior member of staff. Places that are **not suitable** are:

- Barnpool Bay (we have lost many anchors to foul ground here)
- Main channels
- Around the moorings in the Cattewater
- Where there are charted obstructions
- Lee shores

A number of hazards are presented when anchoring on the ribs and it needs to be assessed and a toolbox talk/briefing should be had before each evolution. Some items to be considered for the anchor chain and warp flaked out on the deck so it can easily run once launched this presents the issue with standing in the bights of ropes and students should be informed of the dangers and told to keep their feet well clear of any lines. The other main issue is of manual handling there are no anchor windless is on the vessels so the anchor is lowered and raised by hand they should be done in a sensible manner the vessel should not be in gear while any load just been pulled on the line, also confirm any medical issues including back and neck injuries before allowing students to recover the anchor.

Washing excess mud from the anchor over the side of the vessel helps keep the vessel clean and can save time when cleaning the vessel at the end of the course. Remember vessel management and good seamanship should avoid most issues during this evolution.

**Night Exercise**
During some courses such as advanced powerboat and tender operators course there is a requirement to conduct night navigation exercises. Before any night exercises take place there should be an assessment of suitability of the weather and sea state by the instructor/skipper and if it is deemed acceptable to proceed the passage plan pro forma should be filled out left in the office and a copy should be retained on board.

Reporting schedules and systems for night exercises such as once the vessel returns to base or is overdue should be discussed with the Chief Instructor or the Designated Person. If the vessel fails to return and inform the chief instructor or designated person at the allotted time, the designated person or chief instructor will make efforts to contact the vessel and then inform the Coastguard of a vessel overdue as per the procedures.

**SeaRegs Grounding Policy**
Any grounding must be reported to the Designated Person and the MAIB as soon as practicable. The instructor/skipper will take photos of the vessel, charts and maintain logbook entries as evidence of the situations. The vessel will need to be inspected for damage and the **Annex 22** Groundings will be followed. Failing to report a grounding or damage is considered gross negligence and will be dealt with accordingly.

**End of day routine**
At the end of the day the vessel should return to Turnchapel or back to operating base and students for the end of day debrief. Once the students have departed for the day the instructor/skipper should return the vessel back to her berth at Plymouth Yacht Haven or recover the vessel back onto the trailer. The vessel should be checked for damages and shutdown as per the procedure cover should be replaced and the power supply isolated. If the vessel is dirty, it should be washed ready for the next day.

It is the instructors job at the end of each day to:
Wash the boat and put on covers.
Remove any rubbish
Leave Boats in the water - with a domestic battery on and bilge pump switched to auto.
Leave boats ashore with batteries off and drainage trunk down.
Refuelled ready for the next day or course.

**End of course routine**
At the end of the course, the vessel should be returned to the relevant berth or trailer. If the vessel is recovered onto the trailer, the engine should be flushed through with freshwater and thoroughly cleaned and made presentable and any defects should be reported on the vessel management platform (Safety Culture) and the maintenance team made aware. Flushing the engine through and clean the boat can be made as part of the course but the student should not be involved in the recovery of the vessel onto the trailer, that should only be done by Centre staff as per the risk assessment. Students may watch recovery from the slipway.

The engine has a fresh water flush function use the hose and fitting provided to flush the engine through with fresh water and wash the vessel down.

If the vessel requires fuel, it is the instructors/skippers responsibility to make sure there is an acceptable amount of fuel left on the vessel. The golden rule is to top up what you have used. See the Bunkering procedure.$$$

Make sure all paperwork i.e. course register, certificate and feedback forms have been completed and return the course folder to the office.

End of course check list for the boat:
- Use the Vessel Management Program (safety Culture) and the check list called RHIB End Of Course Check List and complete the report on the vessel.
- Wash the vessel.
- Flush the engine with fresh water.
- Replace covers.
- Make sure the vessel is moored correctly.
- Remove the console hatches to allow the space to breath under cover.
- Power off (or on for vessels in the water for bilge pump)
- Report any defects.

**Powerboat Maintenance**
Boats require constant maintenance and SeaRegs have a planned maintenance system in place and a full-time maintenance team. However skippers should endeavour to fix minor issues themselves as they go

along: change bulbs, seize shackles, fill with water/fuel, splice lines, service a winch if needed, screw in a hinge, change batteries in torch, recharge batteries etc.

If there are any defects on the vessels that cannot be fixed, require extra attention, or maybe the start of a larger issue, these should be reported via Safety Culture under Issues and Maintenance.

If it is a defect that means the vessel is not meeting the RYA or MCA requirement or that it is not fit for use then it should be reported to the office manager who will contact the relevant person to fix straight away.

The company operates a vessel maintenance program called Safety Culture this is an application loaded on to the tablets provided, this allows the company to track all checks and maintenance completed on the vessels and allow crews to see when issues there are and what may need to be addressed. The following check lists have been made and are relevant for this type of vessel. Please ensure you sort out small jobs yourself.

| **Check** | **Instructors/Skipper** | **Maintenance team** | **Office** |
|---|---|---|---|
| **RHIB Pre Course check** | Complete on the first morning of the course | Complete before the course | Check weekly |
| **RHIB Daily Check** | Complete with students each morning of the course | N/A | Check weekly |
| **RHIB End of Course Check** | Complete on the last day of the course | N/A | Check weekly |
| **RHIB 3 monthly** | N/A | Complete as Scheduled | Monthly check of all vessel schedules |
| **RHIB 6 Monthly** | N/A | Complete as Scheduled | Monthly check of all vessel schedules |
| **Defects *** | Report as required | Report as required | Report as required |

***-** report on Safety Culture. Go to **ISSUES at** the bottom of the page, then **REPORT ISSUE**, and then **MAINTENANCE** and fill in the form this will get raised as a defect on the platform

## Annex 4 RIB Safety Brief and Vessel Checklist

Before the commencement of any voyage the Skipper should ensure that all persons on board are briefed, as a minimum, on the stowage and use of personal safety equipment such as;

1) Lifejackets – TPA's - Procedures to be followed in cases of emergency - Personal Safety

| In addition to (Part 1) the skipper will brief one or all persons in the following | | | |
|---|---|---|---|
| Procedures for the recovery of a person from the sea | | Method of starting, stopping and controlling the main engine | |
| Location and use of pyrotechnics | | Method of navigating to a port of refuge - GPS | |
| Procedures and operation of radios carried on board | | Location of first aid kits | |
| Location of navigation and other light switches | | Use of kill cords | |
| Location and use of firefighting equipment | | Back and neck issues and communication at speed discussed | |

**Notes:**

**Personal buoyancy and harnesss**

150N lifejackets will be worn at all times. 2x harness lines are available onboard if the crew are in exposed situations such as securing a tow. Caution should be used with harness lines when in the aft section of the boat and entanglement of persons with the props.

**Personal safety**

Ensure all are personally aware for their own safety: One hand for the boat and one for yourself. Communicate your intentions before manoeuvres. Keep a lookout especially during turns. Keep a hand on the throttle. Consider potential back and spine injuries in waves. Kill cords will be worn at all times and fitted before the engine is started.

**VHF/GPS**

Give crew the knowledge to gain a GPS derived position and send it over the VHF. A Mayday prompt card on the vessel will help with this.

Brief students on any extra safety equipment on board the particular craft

**All vessels are prohibited;**

-within 50 metres of the walls, slipways and boundaries of HM Naval Bases etc
-within 50 metres of any of His Majesty's vessels or foreign warships or auxiliaries
-within 100 metres of submarines berthed alongside HM Naval Base
-anchoring within 100m of a HM craft or facility

**VHF:** VHF Channel (Long room Ch.13 or 14) can be monitored to build a picture of traffic movements around the port.

**IRPCS:** Plymouth Port states that all areas North the Plymouth breakwater are deemed 'Narrow Channels' for the purposes of the IRPCS. Vessel of less than 20 metres shall not impede a vessel which can safely navigate only within a narrow channel or fairway

| SABRE CHECKS<br>Record of checks and non-conformities to be entered in log | | | |
|---|---|---|---|
| **DAILY (orange only) AND PRE-COURSE CHECK (orange & blue)** | | | |
| VHF DSC test – on/off listen | | Steering operable and free | |
| GPS and plotter position ok | | Engine oil level/colour | |
| Navigation lights – working | | Bilge pumps - operable | |
| Hatches secure | | Bilge – sump clear check | |
| Bow anchor onboard | | Exhaust – visual check once running | |
| Log sheet posted | | Fuel level | |
| **PRE-COURSE CHECK (orange and blue)** | | | |
| **Fire:** 2x Dry Powder | | Echosounder operable | |
| Lifebelts with lights | | Search light | |
| Liferaft, and HRU - secure | | Horn | |
| First Aid Kit (Cat C) | | Chart(s) and almanac | |
| **Flares** Pinpoint red x 6 | | Radio emergency procedure card | |
| Red parachute x 4 | | SOLAS no 1 x 1 or No 2 x 2 cards | |
| Orange smoke x 2 | | Bucket with lanyard x 2 | |
| Handheld VHF radio - charged | | Black ball | |
| 10 x Lifejacket - Light - bottle secure | | Tools | |
| 8x TPA's | | First Aid manual | |
| 2x Harness line | | Training manual | |
| Searchlight | | | |
| **Post Course Check** | | | |
| Rinse vessel with fresh water | | Charts and publications off boat | |
| Flush engine with fresh water | | VHF Off | |
| Flush wheel bearings with fresh water | | Engine trimmed onto rests | |
| Covers on instruments | | Lifejackets off boat | |
| All loose items returned to boxes | | | |

| GAUNTLET CHECKS<br>Record of checks and Non-conformities to be entered in log | | | |
|---|---|---|---|
| **DAILY (orange only) AND PRE-COURSE CHECK (orange & blue)** | | | |
| VHF DSC test – on/off listen | | Steering operable and free | |
| GPS and plotter position ok | | Engine oil level/colour | |
| Navigation lights – working | | Bilge pumps - operable | |
| Hatches secure | | Bilge – sump clear check | |
| Bow anchor onboard | | Exhaust – visual check once running | |
| Log sheet posted | | Fuel level | |
| **PRE-COURSE CHECK (orange and blue)** | | | |
| **Fire:** 2x Dry Powder | | Echosounder operable | |
| Lifebelts with lights | | Search light | |
| Liferaft, and HRU - secure | | Horn | |
| First Aid Kit (Cat C) | | Chart(s) and almanac | |
| **Flares** Pinpoint red x 6 | | Radio emergency procedure card | |
| Red parachute x 4 | | SOLAS no 1 x 1 or No 2 x 2 cards | |
| Orange smoke x 2 | | Bucket with lanyard x 2 | |
| Handheld VHF radio - charged | | Black ball | |
| 8 x Lifejacket - Light - bottle secure | | Tools | |
| 6 x TPA's | | First Aid manual | |
| Searchlight | | Training manual | |
| **Post Course Check** | | | |
| Rinse vessel with fresh water | | Charts and publications off boat | |
| Flush engine with fresh water | | VHF Off | |
| Flush wheel bearings with fresh water | | Engine trimmed onto rests | |
| Covers on instruments | | Lifejackets off boat | |
| All loose items returned to boxes | | Bilge pump on/CW battery | |

POWERBOAT PASSAGE PLAN

| Gauntlet Passage Info | | Date | | Hazards on Trip (Any Currently Active Notice to Mariners, Etc.) | |
|---|---|---|---|---|---|
| Pre-Checks Done | Yes/No | Safety Brief Completed | Yes / No | | |
| Weather (Inshore Waters Forecast) | | Tides<br>HW<br>LW<br>HW<br>LW | | Passage/Trip Details/Operating Area<br>E.G. Plymouth Sound Etc. | |
| Crew (Full Names)<br>1)<br>2)<br>3)<br>4) | | Defects/Issues with Boat | | Weekly Drills<br>Abandon Ship (By End of Day 1)<br>MOB: (By End of Day 2)<br>Fire: (By End of Day 2)<br>Emergency Steering: (Day 3) | Signature |
| Details of Trip Left with Office – On Board | | | | | |

Throttle method statement: Gauntlet has a throttle on the RH side. Instructors should be on tube near throttle during slow speed maneuvers and be seated and have lanyard around kill cord at higher speed and at the instructor's discretion – so they are able to trip the kill cord.

MASTER SIGN.....

**Sabre - Towing method statement**

| | |
|---|---|
| **Vessel** | |
| | 'Sabre checks' will be carried out |
| | All lines and fenders will be checked |
| | Tow line(s) and bridles will be checked for chafe and condition |
| | Quick release systems on bridle operable and checked |
| | Inspection of condion of cleats and bollards, shackles & U-Bolts |
| **Passage** | |
| | Towage only to be carried out in Daylight |
| | Passage plan should include UKC and air draft if required for tow |
| | Suggest intricate tows carried out against the stream for greater manouverability |
| | Passage should be in organised to seek sheltered waters |
| | Open boats may only tow vessels of less than twice their displacement in harbour areas and in area categories 5 and 6, in favourable weather. |
| **Manning** | |
| | Crew will wear lifejackets |
| | New crew will undergo an induction in the towing equipment and what to do in the event of an emergency and to release towed object |
| | No single manning allowed |
| | Toolbox talk carried out before departure |
| | If passing lines between vessels, PPE including hats, glasses should be used. |
| **Pre tow survey – vessel being towed** | |
| | Inspection of attachment points omboard |
| | Verification of seaworthiness of towed vessel |
| | Verification of containment of fluids |
| | Method of communication between tug and tow established |
| **Operation** | |
| | Consideration will be given to extra lookout posted and communication method between lookout and tug |
| | Tow will be alongside in confined waters |
| | Consideration should be given to ensuring tow does not try to overtake the tug, causing a sideways force which may adversly effect the tugs stability. |

**Sabre Towing general Information**

**General**
Before beginning towing operations, a comprehensive plan should be prepared, taking account of all relevant factors, including sea state, visibility and the findings of the risk assessment.

**Watertight integrity**
The watertight integrity of a RIB should be maintained at all times. When the RIB is engaged on any towage operation, all watertight openings should be securely fastened - such as console hatches, elephant trunks.

**Testing and inspection of towing equipment**
When operational, towing hooks, should be inspected daily.

The emergency-release mechanisms on the bridle should be tested, both locally and where fitted remotely, at frequent intervals to ensure correct operation.

All towing equipment in use should be inspected for damage before undertaking and after completing a tow.

MGN 332 and 331 (as ammended) LOLER and PUWER Regulations will be consulted for, daily, periodic, annual and 6 monthly inspections.

**Connecting and disconnecting the towing gear**
Before commencing a tow, the Skipper should determine which towing gear and which towing method is suitable for the operation and instruct the crew accordingly.

When receiving long lines, the RIB crew should be aware of the risk of injury through being struck by a 'monkey's fist' or other weighted object attached to a line. They should stand clear of and where possible indicate the area that the heaving line is to be thrown down to. Use of dangerously weighted heaving lines should be reported.

When connecting to the tow, the RIB crew should ensure the towing gear is clear of obstructions, able to run freely and run out from the RIB in a controlled manner.

During disconnection, crew on deck should be aware of the risk of injury if the towing gear is released by the assisted ship in an uncontrolled manner, and avoid standing directly inline. They should also be aware that any towing gear that has been released and is still outboard may 'foul' on the RIBs propellers, causing it to come tight unexpectedly.

**Use of bridle/gog rope during towing operations**
It has been assessed that a gog/gob rope is not required because of the position of the bridle and the limited direction of pull achieved. Girting would be a low risk event on the RIB, however the skipper and crew should be aware during turns where the towline is likely to reach such an angle that a 'girting' situation may arise and be ready with the quick release.

**Crew safety during towing operations**
Once the towing gear is connected, the deck crew should indicate this to the master and then move forward on the RIB. If crew are required to attend the towing gears during the towing operation, the length of time exposed should be kept to the absolute minimum.

During towage operations, the towing gear, equipment and personnel should be continuously monitored and any change in circumstances relayed to the Skipper. This is more important where the Skipper has a restricted view of those areas/crew.

During all towing operations, where a Rib is made fast to the vessel, the crew should be aware that the towing gear may have to be released in an emergency situation, and that this may occur without any warning.

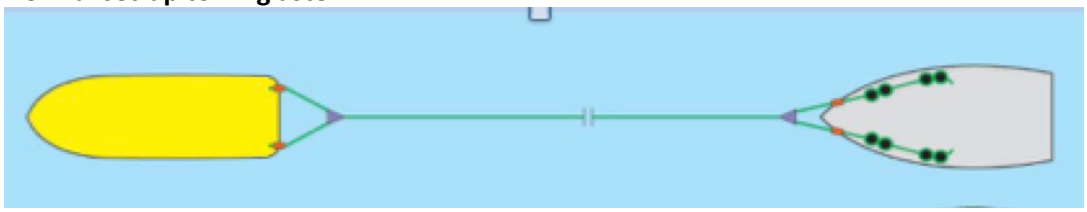
Tug crews should wear appropriate personal protective equipment including lifejacket, hat, gloves when handling lines if appropriate, glasses when passing lines.

**Communications**
Prior to undertaking the tow, effective means of communication must be established between the RIB and the Skipper of the assisted ship and relevant information (e.g. speed during connection) should be exchanged.

An effective means of communication should be established between the master and crew before the operation begins and maintained throughout.

**Interaction**
When in close proximity to or coming alongside an assisted vessel, the crew should be aware of interaction and the effect it may have on the RIB. This may take the form of sudden movement or contact and result in loss of balance or movement of equipment and other objects.

**Normal set-up towing astern**

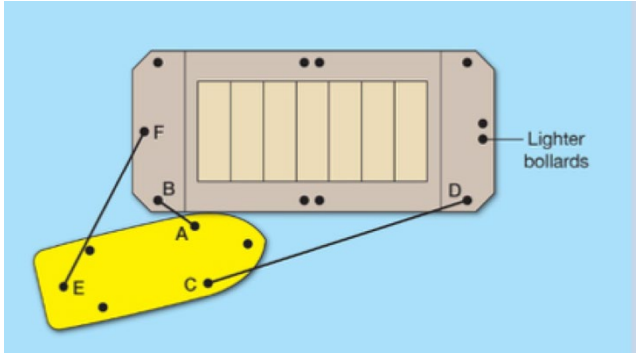


**Note:** When towing from astern use the bridle and not the frame to keep the 'pull' low so as not to compromise stability. Use enough tow line to reduce snatching.

**Normal set-up towing by the hip**
**Note:** Be aware that the vessel will steer more one way than the other. The tow will sheer the RIB when neutral is selected. It is essential to have the RIBs engine in clear ater and slightly bows in**.**

**Cargo securing**

**Securing**
All cargoes should be stowed and secured in a manner that will avoid exposing the RIB and persons on board to unnecessary risk. The safe stowage and securing of cargo depends upon proper planning and execution.




Cargo should normally be strapped down to strong points on deck using the tie down eyebolts in the deck.

**Access**
When planning the position of cargo and the order of loading and unloading, the effects that these operations will have upon access

and the safety of personnel should be considered. The following points should be taken into account:

**Stability**
Care should be taken not to overstow lighter cargoes with heavier cargoes, which may lead to a collapse of the stow and lead to vessel stability issues. Care should be taken to stow cargo on the centreline to avoid list on the vessel.

**Visibility**
Wherever practicable, cargo should be stowed so as to leave safe visibility and to allow safe access as may be necessary at sea.

**Paperwork**
Paperwork for cargo will be kept in a dry pouch and will escort the cargo when required. This way the contents can be verified at point of load and discharge. A phot is a useful way of establishing the condition of the cargo at the point of loading, after loading and at the point of delivery.

# Annex 5 RYA Motorboat Training

**Instructors**

All courses to be taught by a qualified RYA Motor Cruising instructor with the correct endorsements for the course running. The validity of the instructor certificates will be checked by the Chief Instructor and Office Manager regularly.

Instructors are expected to arrive to the centre 1 hour before the start of the course to make sure there is enough time to prepare the vessel. The maintenance team will have checked the vessel against the pre-course checklist at least the day before the course. It is also the instructors responsibility to do this before they get underway.

All instructors are expected to be presentable in appropriate clothing with company shirts and as per the instructor code of conduct.

**The vessels**

All company vessels have a **Motor Vessel Pre Course Check** List which shall be completed by the instructor on the first day of any course or charter. The checklist is on the app *Safety Culture* on the tablets. This is done to ensure all of the appropriate equipment is onboard the vessel and to confirm it meets the RYA and MCA requirements for commercial vessel which is part of the master/skippers responsibilities.

The **Motor Vessel Daily Checks** shall be completed daily before the vessel is used and these can be found and recorded on Safety Culture app. This can be completed by the students but is signed off be the instructor/skipper, whom remains responsible. A hard copy of the checks can be found in **Annex 6.**

**Safe access**

The company vessel will be moored at Turnchapel Wharf or within a local marina and instructors should make sure safe access is maintained. For own boat training the instructors should ensure that there is safe access to the vessel before boarding and should not attempt to board the vessel if there is any doubt to the safety. **Annex 15** has more details on safe access.

**Mooring**

Vessels should always be moored with:
Bow line
Stern Line
Bow spring
Stern Spring

Lines should be doubled up by the instructor when left overnight, or in poor weather or any surge is expected. Approach to the motorboat berths can be very shallow at low water springs. Consider tides when planning course departure/arrival.

Lifejackets are stored on the vessel and students are not allowed access to Turnchapel pontoons and steps without wearing a correctly fitted lifejacket. Instructors should gather the correct number of lifejackets, check them and bring them to the office where they will meet the students and demonstrate how to correctly fit and wear lifejackets before accessing the vessels. At this point the instructor should show all students where to stow the lifejackets at the end of the day in the lifejacket shed at the side of the building, this will allow students to collect their lifejacket and fit them before attending the vessel on subsequent days. See Operational Guidelines on Lifejackets **Annex 15**

**Defects**

If there are any defects on the vessels these should be reported via Safety Culture under Issues and then Maintenance, and if it is a defect that means the vessel may not meet the RYA or MCA

requirement or that it is not fit for use then it should be reported to the Designated Person before proceeding to sea; who will contact the relevant person.

**Course plan and paperwork**
The course paperwork with course registers booking forms and any relevant course material will be found in the office. The office team member on the morning shift will normally give the folder to the instructor or have it available for collection on the top shelf of the course folder cupboard, behind the desk in the office.

Instructors/Skippers should review the forms to check of medical, swimming or other information and discuss any issues with the client and/or company.

Download the current inshore waters forecast from the Met Office, this is important as you may need to adjust the course plan due to the forecast. If in doubt speck to the Chief Instructor for guidance.

Food for the week will be in the portacabin and you will need to take to the boat with your crew. If you need more food for the week, please pick some up on your way in or way home.

**Greeting the students**
When students arrive, the office team will normally be the first staff members to great the students they will show them the facilities in the building and explain to them where to meet their instructor. Instructors should be in the office 5 minutes before the start time of the course to greet the students

When they arrive ensure, you are waiting to greet them, introduce yourself and make them feel welcome. Remember this may be there first boating experience and they may be nervous.

Waterproofs are located in the storeroom in the portacabin. Please make sure students that need them have allocated them when they arrive they are the students responsibility for the entire course and should be returned to the storeroom after the course is finished.

**Course and vessel briefings**
Pre course introductions and briefings should happen on the first day. It is important to lay down the expectations of the students and what they should expect from the instructor during the course. If the course is going to be externally examined this is a good time to briefly explain the examination process and the way that the instructor will give regular debrief throughout the course.

Before the commencement of any voyage, the instructor/skipper should ensure that all persons on board are briefed as per the safety briefing checklist. See **Annex 6**

For RYA Motorboat courses, a full introduction of the all the equipment onboard the vessel including how the equipment works this may well be above that of the briefing above. However, this may be an ongoing process through the week after the initial brief is given on the first day.

**Courses for a Certificate of Competence (Advanced, Coastal, Offshore)**
On day one, instructors should visually check the candidates docs for pre requisite qualifications and seatime:
VHF/DSC
First Aid (In Date)
Commercial endorsements (Medical/PPR etc) if required
Exam fee - knows the online process/who is paying (best done after a few days when level is known)

Seatime is a question between the candidate – their conscience and the RYA. If they say they don't have it, the RYA will not examine them. Always suggest they complete an SeaRegs seatime proforma

or write their passages seatime on an A4 sheet so they have thought about it and have the passages/seatime prepared before the examiner comes along. Eligibility is in RYA G20 or G158.

**Passage planning**
Before departing, SOLAS Ch V requires all vessels to prepare a passage plan. In the case of motorboating this will take the form of consulting tide, weather information, LNTMs and staying within a pre-determined operational area or the route as stated on the passage plan. A passage plan form can be found in **Section 10** and will be filled in when proceeding outside the Breakwater.

Any passages outside of the port of Plymouth and any night operations the instructor/skipper will send the passage information ashore to the designated person.

The passage planning form can be filled out by the students to find the information needed to complete the form such as weather, tides and LNTM and there is a need for students to understand the importance of passage planning at all levels.

**Logbooks**
All logbook entries must be completed in **pen.** The logbook must be completed in full and signed by the skipper at the end of the day.

Please keep the logbook up to date. Whilst any seafarer can make entries in the log, the Skipper/Instructor is responsible for its upkeep and should review it periodically during and at the end of the day, then sign it when the day is finished.

Two log pages make up a normal day. Much of the first page should be completed at the beginning of the day.

Whilst we are not normally on long passages, it is good practice and a requirement to keep a running commentary on the day's events and this assists us in complying with the requirements of SOLAS V for voyage planning and record keeping. Items such as weather, tide, checks, briefs, defects, fridge temperatures and POB are legal requirements for the operation of the vessel and shall be recorded.

Much of our work is training around Plymouth Sound requiring frequent course changes, therefore 'course' and 'log' are not normally required, but position, e.g. Cawsand Bay or Anthony Buoy, are required. If on passage, then Course and Log elements will be filled in as necessary. Reduced visibility or other such hazards will increase the frequency of positional updates recorded.

**Afloat operations**
It is important that the vessel is operated in a seaman like manner at all times, the vessels are liveried up and are well known in the area. they also have functioning AIS.

Consideration to other users is important. Boats may create disruptive wash even at low speed, whatever the speed limit. Staff will ensure the vessel is slow enough to minimise wash when around susceptible areas and other users.
Students should not go on the side or foredeck whilst at 'sea'. Limited access is allowed when in sheltered water to attach lines and for anchoring etc. If people need to go forward when at sea for an exceptional circumstance when conditions are boisterous (such as for emergency anchoring, securing a tow, assisting in recovery of a person in the water) then they shall use a harness line.

**Drills**
All practical courses shall carry out and log the following drills:

One day courses
a) Abandon ship/Muster (this can be done as part of the safety briefing)

Two day courses
b) MOB as part of exercise but should also include retrieval kit
c) Fire – please alternate between Engine and accommodation fire

Three day courses or more
d) Steering failure – theoretical discussion/Desktop exercise and show of parts and equipment
Therefore on a four day course, drills a,b,c and d will be carried out and recorded.

Records of completion of drill shall be kept in the logbook or RIB passage sheet. If drills are not completed, the reason why they were not shall be recorded.

**Critical systems onboard**
There are specific systems onboard that fall into the category of equipment critical for for safe operation of the vessel should a hazardous situation occur. It is imperative that these systems are checked and known by the skipper/instructor and checks are carried out to ensure their operation.
Such systems onboard may include:
Emergency steering systems
Alarms
- exhaust
- engine compartment heat
- gas
- smoke/heat
- carbon monoxide
- high bilge water
- engine buzzer alarm (overheat and charge)

Bilge pumps
Seacocks
Fire fighting equipment
Lifesaving appliances

**Motor-boat area of operation**
When running RYA Motorboat courses the area of operation is between Dodman Point West to Start Point to the East, the vessels can proceed outside of this operational area, but this needs to be cleared with the Chief Instructor beforehand. Vessels are not to proceed overseas as the vessels are not MLC compliant.

Areas to use of close quarters and alongside training are as follows:

- Turnchapel pontoons.
- Plymouth Yacht Haven Outer pontoon. (Inside the pontoon or marina, you must get permission from the marina office)
- Cattewater moorings inside mount batten breakwater.
- Saltash pontoon.

Other areas may be used such as pontoons and moorings in the river Yealm if it is safe to do so, some areas may need the harbour master's permission.

**All vessels are prohibited.**
- Within 50 metres of the walls, slipways and boundaries of HM Naval Bases etc.
- Within 50 metres of any of His Majesty's vessels or foreign warships or auxiliaries.

- Within 100 metres of submarines berthed alongside HM Naval Base.
- Anchoring within 100m of a HM craft or facility.

**VHF:** VHF Channel (Longroom Ch.14 or Flag Ch.14) can be monitored to build a picture of traffic movements around the port. It is recommended that Port Operations and 16 is used via Dual Watch.

**IRPCS:** Plymouth Port states that all areas North the Plymouth breakwater are deemed 'Narrow Channels' for the purposes of the IRPCS. Vessel of less than 20 metres shall not impede a vessel which can safely navigate only within a narrow channel or fairway.

**Person in the water**
By teaching good seamanship, such as safe movement onboard and communication we should be able to prevent most cases happening.

The method that should be taught drift down method. The drift down approach should be practiced as this will work on all vessels.

The drift down approach is more reliable and repeatable on nearly all vessels.

Considerations:

- In normal circumstances a Person falling in the Water is a Mayday.
- Use the small MOB dummy (pellet buoys/a short length of chain) onboard the boat for course.
- We have a Ruth Lee and half dummy which can be used on coastal skipper and Yachtmaster courses due to the size and weight, but a dynamic risk assessment should be used with the persons onboard if they can handle such weight and if back injury is likely.
- The students must be able to make a dead slow approach and come to a stop at the dummy in the water.
- When in contact range of the dummy or person in the water, stop the engine (This can be a simulated stop at the instructor's discretion. – need to escape, safety etc)
- Teach about Cold Water Shock and signs and dealing with hypothermia.
- Discuss methods for retrieving a casualty:
  The step aft and boarding platform
  Block and tackle with Helo strop
  Fibrelight cradle
  A line looped in the water rigged from bow to stern – to create a foot loop
  Deploy the life raft and use to recover the person in the water

**MOB Recovery**
Recovering a person from the water can be difficult on a high sided vessel and training/drills should be conducted to make sure all onboard know how to effectively deal with the situation as quickly and efficiently as possible. Drills will also highlight any issues with the kit or procedure which may need to be adapted if this is the case.

**Options**

- Ladder on the stern of the vessel if the person is fit, able and conditions permit
- Fibre light cradle as a scramble net or Parbuckling the casualty on to the deck.
- 4:1 purchase system C/W Life sling with karabiner, rigged from the strong point on the wheelhouse
- Launch Liferaft and help them into raft then onto vessel

**Fibre light cradle**
Using the fibre light cradle is the easiest way to recover an unconscious. The cradle will need to be held open with the boathook while the casualty is manoeuvred into the cradle. Ideally the person in the water should have their shoulders level at one end and their knees at the other this will allow for a horizontal lift.

The purchase system may need to be used to roll the cradle and person on to the side deck.

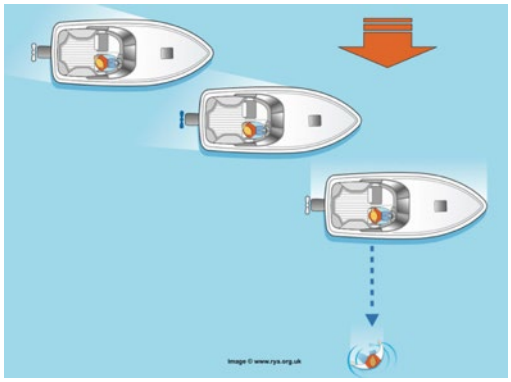
**Purchase system**
Used with the Life sling, it is probably the best option of getting someone out of the water.

If the person is unconscious, it is probable they may need to brought to the stern of the boat and helped into the sling by someone (who is clipped on) near the transom.

Line management, there is 30m of floating line on the life sling and 15m on the purchase.
See **Annex 7.**

**Anchoring**
Anchoring can be done in suitable areas instructors/skippers should consult the chart and if unsure seek advice from the Chief Instructor or a senior member of staff. Places that are not suitable are:

- Barnpool Bay (we have lost many anchors here on foul ground)
- Main channels
- Around the moorings in the Cattewater
- Areas where there is a charted danger or known obstruction on the chart



Please ensure that both the manual and electric use of the windlass is taught. Usually, manual drop and electric – back in.

**Night Exercise**
During most RYA courses there is a requirement to conduct night navigation exercises. Before any night exercises take place there should be an assessment of suitability of the weather and sea state by the instructor/skipper and if it is deemed acceptable to proceed the passage plan should be completed. The instructor/skipper will send all passage information for any night work to the designated person.

**SeaRegs Grounding Policy**
Any grounding must be reported to the Designated Person and the MAIB as soon as practicable. The instructor/skipper will take photos of the vessel, charts and maintain logbook entries as evidence of the situations. The vessel will need to be inspected for damage and the **Annex 21** Groundings will be followed. Failing to report a grounding or damage is considered gross negligence and will be dealt with accordingly.

**End of day routine**
At the end of the day the vessel should return to Turnchapel or selected base. The vessel should be checked for damages and shutdown as per the procedure, covers should be replaced and the power supply isolated and shore cables plugged in for the vessel to charge. If the vessel is dirty it should be cleaned and washed ready for the next day. Salt should be rinsed from the windscreens.

**End of course routine**
At the end of the course the vessel should be returned to the relevant berth, end of day/course debriefs to take place while the vessel is cleaned and made presentable, fill the fresh water tanks, complete the vessel shut down procedure on Safety Culture any defects should also be reported on

Safety Culture and the maintenance team made aware. Students to complete relevant paperwork such as feedback forms and any apprentices should fill out a contact register. The feedback and complaints procedure can be found in **Annex 36.**

All food should be returned to the office along with any towels that require washing. The vessels paperwork folder should also be returned to the office. Inform the office of any items that have been used and need to be replaced such as cleaning products and It is the instructors/skippers responsibility to make sure there is an acceptable amount of fuel left on the vessel.

**End of course check list**

- Boat on deck wash down
- Boat, inside clean
- Shore power plugged in
- Fresh water tank filled
- Sea cocks off
- Batteries isolated
- Rubbish removed
- Diesel powered heater turned off
- 240v oil radiator turned on in damp and cold conditions
- Gas isolated
- Window covers on
- Vessel moored correctly for the forecasted conditions
- All defects reported
- All food returned to the office
- All towels returned to office for washing
- All end of course paperwork complete
- Vessel course folder and tablet returned to office
- Vessel locked and secured

**Motor Boat Maintenance**

Boats require constant maintenance and SeaRegs have a planned maintenance system in place and a full-time maintenance team. However skippers should endeavour to fix minor issues themselves as they go along: change bulbs, seize shackles, fill with water/fuel, splice lines, service a winch if needed, screw in a hinge, change batteries in torch, recharge batteries etc.

If there are any defects on the vessels that cannot be fixed, require extra attention, or maybe the start of a larger issue, these should be reported via Safety Culture under Issues and then Maintenance.

If it is a defect that means the vessel is not meeting the RYA or MCA requirement or that it is not fit for use then it should be reported to the Designated Person who will contact the relevant person to fix straight away.

The company's operate a vessel maintenance program called **Safety Culture** this is an application loaded on to the tablets provided, this allows the company to track all checks and maintenance completed on the vessels and allow crews to see when issues there are and what may need to be addressed.

| Check | Instructors/Skipper | Maintenance team | Office |
|---|---|---|---|
| **Motor Pre Course check** | Complete on the first morning of the course | Complete at least one day before the course | Check weekly |
| **Motor Daily Check** | Complete each morning of the course | N/A | Check weekly |
| **Motor 3 monthly** | N/A | Complete as Scheduled | Monthly check of all vessel Schedules |
| **Motor 6 Monthly** | N/A | Complete as Scheduled | Monthly check of all vessel Schedules |
| **Defects *** | Report as required | Report as required | Report as required |

***-** report on Safety Culture. Go to **ISSUES** at the bottom of the page, then **REPORT ISSUE**, and then **MAINTENANCE** and fill in the form this will get raised as a defect on the platform

## Annex 6 Motor Vessel Briefing & Check list

| Safety briefing checklist – Motor boating<br>NOTE IN THE SHIPS LOG AFTER THE BRIEF BELOW HAS BEEN GIVEN | |
|---|---|
| | |
| Before any 1st voyage the Instructor/Skipper should ensure that all persons on board are briefed, as a minimum, on the stowage and use of personal safety equipment such as: | |
| Lifejackets and harnesses – TPA's - Emergency procedures - Personal safety | |
| | |
| When training, in addition to the requirements above, the Instructor will brief all onboard; | |
| *Procedures for the recovery of a person from the sea and LSA equipment* | *Starting, stopping and controlling the main engine and anchor windlass* |
| *Location and use of pyrotechnics* | *Method of navigating to a port of refuge* |
| *Procedures and operation of radios* | *Location of first aid kits* |
| *Location of navigation and light switches* | *Liferaft launching and abandonment* |
| *Location and use of firefighting equipment* | *Use of Gas and cooker procedures* |

# TALISMAN CHECKS
## Record of checks and non-conformities to be entered in log

| DAILY (orange only) AND PRE-COURSE CHECK (blue) | | | PORT | STB |
|---|---|---|---|---|
| VHF DSC loop test | | Engine oil | | |
| GPS and plotter position ok | | Belts | | |
| Radar operable | | Bilge – sight check | | |
| Navigation lights – working | | Strainer | | |
| Fridge temp < 8 degrees C (pref 5) | | Coolant | | |
| Bow anchor and windlass operable | | Fuel | | |
| Bilge pumps - operable | | Visual – bowls - leaks | | |
| Logbook opened | | | | |
| Forehatch, engine hatch secure and scuppers free | | | | |
| **PRE-COURSE CHECK (orange and blue)** | | | | |
| Gas lockers, secure and spare | | Lifesaving appliances (LSA) | | |
| Cooker working | | Lifebelts with lights | | |
| Functioning Gas detector/alarm | | Liferaft, and HRU - secure | | |
| **Fire** 1x DP forepeak | | Buoyant line (18m min) | | |
| 1x Co2 in Saloon stb | | Bucket with lanyard x 2 | | |
| 1x CO2 (Eng) – under floor | | Steering check and Em. Tiller onboard | | |
| 1x Foam at Helm seat | | First Aid Kit (Cat C) | | |
| 1x DP Saloon | | **Flares** Pinpoint red x 6 | | |
| Seacocks operable C/W bungs | | Red parachute x 4 | | |
| Interior/deck lights operable | | Orange smoke x 2 | | |
| 2x Emergency Torch & batteries | | 12 x Lifejacket - Light - bottle secure | | |
| Handheld VHF radio - charged | | TPA | | |
| RADAR and echosounder operable | | 2x Harness line | | |
| Search light | | Black ball | | |
| Horn | | Rig cutters | | |
| Charts and almanac | | Tools | | |
| Radio emergency procedure card | | First Aid manual | | |
| SOLAS no 1 x 1 or No 2 x 2 cards | | Training manual | | |
| Spare paper | | Food and Victuals for duration | | |
| 2x plotting instruments | | Galley - Tea towel and kitchen roll | | |
| Eraser, sharpener – whiteboard, pens | | Heads - Hand towel and loo roll | | |

# KC CHECKS
## Record of checks and non-conformities to be entered in log

| DAILY (orange only) AND PRE-COURSE CHECK (blue) | | | PORT | STB |
|---|---|---|---|---|
| VHF DSC loop test | | Engine oil | | |
| GPS and plotter position ok | | Belts | | |
| Radar operable | | Bilge – sight check | | |
| Navigation lights – working | | Strainer | | |
| Fridge temp < 8 degrees C (pref 5) | | Coolant | | |
| Bow anchor and windlass operable | | Fuel | | |
| Bilge pumps - operable | | Visual – bowls - leaks | | |
| Logbook opened | | Rudder greaser | | |
| Hercules hatch, forehatch, bow anchor hatch secure and scuppers free | | | | |
| **PRE-COURSE CHECK (orange and blue)** | | | | |
| Gas lockers, secure and spare | | Lifesaving appliances (LSA) | | |
| Cooker working | | Lifebelts with lights | | |
| Functioning Gas detector/alarm | | Liferaft, and HRU - secure | | |
| **Fire** 1x DP forepeak | | Buoyant line (18m min) | | |
| 1x DP in Saloon port | | Bucket with lanyard x 2 | | |
| 2x CO2 (Eng) – under floor | | Steering check and Em. Tiller onboard | | |
| 1x Foam at Helm seat | | First Aid Kit (Cat C) | | |
| Fire blanket for galley | | **Flares** Pinpoint red x 6 | | |
| 6 x Seacocks operable C/W bungs | | Red parachute x 4 | | |
| Interior/deck lights operable | | Orange smoke x 2 | | |
| 2x Emergency Torch & batteries | | 8x Lifejacket - Light - bottle secure | | |
| Handheld VHF radio - charged | | TPA | | |
| RADAR and echosounder operable | | 2x Harness line | | |
| Search light | | Black ball | | |
| Horn | | Rig cutters | | |
| Charts and almanac | | Tools | | |
| Radio emergency procedure card | | First Aid manual | | |
| SOLAS no 1 x 1 or No 2 x 2 cards | | Training manual | | |
| Spare paper | | Food and Victuals for duration | | |
| 2x plotting instruments | | Galley - Tea towel and kitchen roll | | |
| Eraser, sharpener – whiteboard, pens | | Heads - Hand towel and loo roll | | |

## Annex 7 Motor vessel MOB Recovery **(attachments vary slightly on each boat)**

Options:

- Rope ladder hung from midships cleat. (Conscious casualty only)
- Purchase System, used with the life sling.
- Jasons Cradle (Stored under main saloon floor)

Rope Ladder:

Rope ladder with wooden foot holds can be placed over the midships cleat allowing person in the water (PIW) to climb out of the water freely.

Positioning the ladder midships will allow the PIW to use the wooden hand holds on the aft of the wheelhouse to help them climb out when at the top of the ladder.

Purchase System:


Used with the Life sling, it is probably the best way of getting someone out of the water if they are conscious.

If the person is unconscious, it is probable they may need to be brought to midships of the boat and helped into the sling by someone (who is clipped on) near the access point.

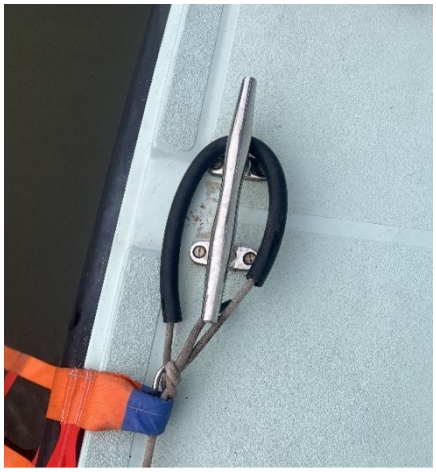
Jason's Cradle:

This device can be rigged on either side of the vessel (Although preferably Port side) using the midships cleat and stantion U-bolt to secure either side of the cradle. (See Photos on reverse of this page). The "black-piped" bowline goes over the cleat, and the caribiner attached to the U-Bolt.

Once the cradle has been lowered into the water the unconscious PIW can then be floated into the cradle and lifted out of the water. The green line is then pulled to roll the PIW into the cradle.

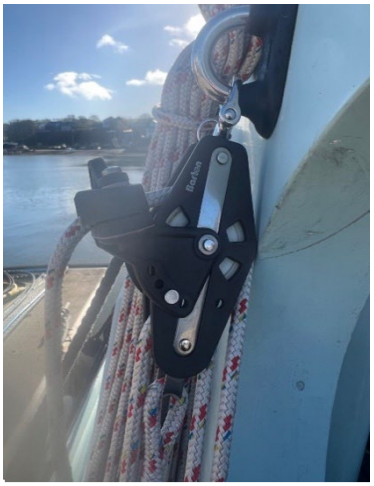

To make this as easy as possible, the purchase system can be utilised to do the heavy lifting, as well as avoiding crew leaning over the side.
(Crew will also be clipped on during this process)

The full step by step process is detailed on the reverse of this page



1) “Black Piped” Bowline goes round the midships cleats.

2) Carabiner clips to the U-Bolt on the deck, just aft of the access gateway.

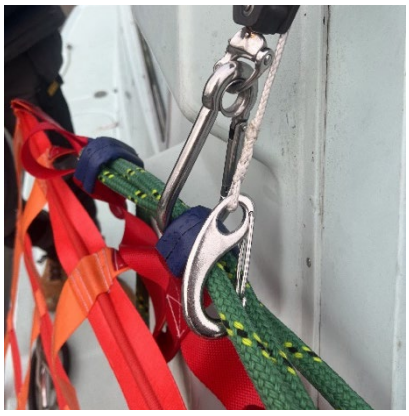


3) Purchase system is rigged to the U-Bolt near the top of the wheelhouse roof.


4) The cradle is then lowered into the water. Using the boat hook, the PIW can then be maneuvered into the cradle gently.


5) Once the PIW is in the cradle, the cradle can be pulled closed using the green line (in the crews left hand in the photo above)


6) The purchase system can then be used to lift the PIW out of the water.



7) Once the purchase system reaches its limit, a “Changeover Line” can be clipped on to the cradle. This will allow the main purchase carabiner to be removed and reclipped back on further down the cradle (onto new loops).

8) The carabiner can then be clipped on further down the cradle. (See yellow circles showing new loops).


9) This process is continued until the PIW arrives at the deck edge. They are then maneuvered inboard.

# Annex 8 Yacht Operations

**Instructors/Skippers**

All courses to be taught by a qualified RYA instructor with the correct endorsements for the course. For a skippered charter a skipper qualified to the area of operation can skipper the vessel. The validity of the instructor/skipper certificates will be checked by the Company.

Instructors are expected to arrive to the centre **90 minutes** before the start of the course to make sure there is enough time to prepare the vessel. The maintenance team will have checked the vessel against the pre-course checklist at least the day before the course. The instructor will satisfy themselves that all equipment is onboard and functioning before getting underway.

All instructors are expected to be presentable in appropriate clothing with company shirts and as per the instructor code of conduct.

**The vessels**
All company vessels have a Yacht Pre-Course Check list these should be completed by the instructor/skipper on the first day of any course or charter these will be *on the app Safety Culture* on the tablets. This is done to make sure all of the appropriate equipment is onboard the vessel and to confirm it meets the RYA and MCA requirements for commercial vessel which is part of the master/skippers responsibilities.

The Yacht Daily Checks will be completed before the vessel is used on each day, these can be found and recorded on Safety Culture this can be completed by the students but need to be signed off be the instructor/skipper. A hard copy of the checks can be found in **Annex 9**

At the start of the course, the yacht is moored at Plymouth Yacht Haven, the berth number and code can be obtained from the office. For own boat training, instructors should ensure that there is safe access to the vessel before boarding and should not attempt to board the vessel if there is any doubt to the safety. **Annex 15** has more details on safe access.

**Lifejackets**
Lifejackets are stored on the vessel the students can access the yacht in Plymouth Yacht Haven and be allocated a lifejacket when on board. If the pontoons are icy or if conditions dictate, the instructor should take lifejackets to the students prior to joining the vessel. **Annex 15** lifejacket use.

**Course plan and paperwork**
The course paperwork with course registers booking forms and any relevant course material will be found in the office. The office team member on the morning shift will give the folder to the instructor in the office before going afloat or have it available for collection on the top shelf of the course folder cupboard, behind the desk in the office.

Instructors/Skippers should review the forms to check of medical, swimming or other information and discuss any issues with the client and/or company.

The instructor should download the current inshore waters forecast from the Met Office, this is important as you may need to adjust the course plan due to the forecast. If in doubt speak to the chief instructor for guidance.

The food for the vessel will be ready for the instructor to collect on the first morning from the office when or before you meet the students

**Greeting the students**
When students arrive, the office team will normally be the first staff members to great the students. They will show them the facilities in the building and explain to them where to meet their instructor. Instructors should be in the office at the start time of the course to greet the students

When students arrive, ensure you are waiting to greet them introduce yourself and make them feel welcome. Remember this may be there first boating experience and they may be nervous.

Waterproofs are located in the storeroom in the portacabin, so please make sure students are allocated them (If required) when they arrive. Waterproofs are the instructor's responsibility for the entire course and should be returned to the storeroom after the course and hung up.

**Course and vessel briefings**
Pre course introductions and briefings should happen on the first day it is important to lay down the expectations of the students and what they should expect from the instructor during the course, if the course is going to be externally examined this is a good time to briefly explain the examination process and the way that the instructor will give you regular debrief throughout the course.

Before the commencement of any voyage the instructor/skipper should ensure that all persons on board receive a safety brief.

Yacht safety brief check list is found in **Annex 9**

For RYA Yachting courses a full introduction of the equipment onboard the vessel including how the equipment works this may well be above that of the briefing above.

**Passage planning**
Before going afloat SOLAS Ch V requires all vessels to prepare a passage plan. In the case of yachting this will take the form of consulting tide, weather information, LNTMs and staying within a pre-determined operational area or the route as stated on the passage plan. A passage plan form can be found in **Annex 10** and will be filled in when proceeding outside the Breakwater.

Any passages outside of the port of Plymouth and any night operations the instructor/skipper will send the passage information ashore to the designated person.

The passage planning form can be filled out by the students to find the information needed to complete the form such as weather, tides and LNTM and there is a need for students to understand the importance of passage planning at all levels.

**Safe Access**
It is the skipper/instructor's responsibility to maintain safe access to the vessel this will start with where the vessel is moored on the morning of the course. The vessel must be securely alongside where people can short step on to the vessel encourage the use of shrouds and handholds. Boarding yachts is normally easier midships due to the vessel shape, here you can use the shrouds to board the vessel. If you have less mobile people on the course a step fender is located on the school yacht. If the fender step is used make sure it is fastened to a strong point on the vessel such as the shroud plates or for sail track cars, **or stanchion bases (not guardrails).** More information on safe access can be found in in **Annex 16**

**Lifejackets and harnesses**
Lifejackets will be worn when on the vessels underway at all times. When in Plymouth Yacht Haven lifejackets should be worn on the pontoon in adverse weather, at night and when the instructor/skipper deems it necessary, remember the marine environment is ever-changing and risk should be constantly assessed. If moored along side Turnchapel Wharf lifejackets must be worn at all times on all pontoons. When visiting other marinas the instructor/skipper should risk assess the safe access and decide whether lifejackets are appropriate while boarding and leaving the vessel.

Life Jackets must be worn on deck at all times underway this may be relaxed when at anchor or alongside for lunch/evening meal or breaks.

Life jackets should also be worn when on pontoons or brows leading to pontoons, open quay edges and any other time the instructor deems fit to wear life jackets.

Harnesses should be worn when on the side decks and foredecks of vessels when: there is a reef in the sail, at night and at any other time that a either the individual or skipper deem it necessary. Harnesses will be worn in the cockpit at night. **Stanchions and guard wires are not suitable for the use of harnesses.** Use the jackstays and strong points to attached harness lines.

**Afloat operations**
It is important that the vessel is operated in a seaman like manner at all times, the vessels are liveried up and are well known in the area. They also are fitted with transmitting AIS.

Consideration to other users is important. Boats may create disruptive wash even at low speed, whatever the speed limit. Staff will ensure the vessel is slow enough to minimise wash when around susceptible areas and other users.

**Yacht area of operation**
When running RYA Yacht courses the area of operation is between Falmouth to the West and Start Point to the East, the vessels can proceed outside of this operational area but this needs to be cleared with the Chief Instructor and DP beforehand. Vessels are not to proceed overseas as the vessel are not MLC compliant.

Areas to use for close quarters and alongside training within the port of Plymouth are as follows

- Turnchapel pontoons
- Plymouth Yacht Haven Outer pontoon (Inside the pontoon or marina you must get permission from the marina office)
- Cattewater moorings inside mount batten breakwater
- Saltash pontoon
- Fowey or the Yealm if they are free
- Your own berth (Contact the marina office before proceeding)

**Personnel transfer**
We do not conduct personnel transfer at sea. It is sometimes possible to move one person from one boat to another in sheltered waters. Vessels should be not in gear and secured together at the time.

**Dinghy use**
Do not overload
If you require an outboard, ask for one and we can supply (ensure kill cord is used)
Always take oars, pump and HH VHF radio, mobile phone
If anyone is staying onboard arrange a VHF channel (15/17 or intership channel)
Supervise boarding
Lifejackets will be worn

**Anchoring**
Anchoring can be done in suitable areas instructors/skippers should consult the chart and if unsure seek advise from the Chief Instructor or a senior member of staff. Places that are not suitable with in the port of Plymouth are:

- Barnpool Bay
- Main channels
- Around the moorings in the Cattewater

- Areas where there are charted obstructions or known dangers

Please ensure that both the manual and electric use of the windlass is taught. Usually, manual drop and electric – back in. Please remove the hand controller from the anchor locker when not in use.

**Drills**
All practical courses shall carry out and log the following drills:
One day courses
a) Abandon ship/Muster (this can be done as part of the safety briefing)
Two day courses
b) MOB as part of exercise but should also include retrieval kit
c) Fire – please alternate between Engine and accommodation fire
Three day courses or more
d) Steering failure – theoretical discussion/Desktop exercise and show of parts and equipment
Therefore on a four day course, drills a,b,c and d will be carried out and recorded.

Records of completion of drills shall be kept in the logbook or RIB passage sheet. If drills are not completed, the reason why they were not, shall be recorded.

**Critical systems onboard**
There are specific systems onboard that fall into the category of equipment critical for for safe operation of the vessel should a hazardous situation occur. It is imperative that these systems are checked and known by the skipper/instructor and checks are carried out to ensure their operation. Such systems onboard may include:
Emergency steering systems
Alarms
    exhaust
    engine compartment heat
    gas
    smoke/heat
    carbon monoxide
    high bilge water
    engine buzzer alarm (overheat and charge)
Bilge pumps
Seacocks
Fire fighting equipment
Lifesaving appliances

**MOB retrieval system – Yachts**

**Options**
a) Ladder on the stern of the vessel if the person is fit, able and conditions permit
b) 4:1 purchase system C/W Life sling with karabiner, rigged from spare halyard or topping lift
c) Launch Liferaft and help them into raft then onto vessel

**Purchase system**
Used with the Life sling, it is probably the best option of getting someone out of the water.

If the person is unconscious, it is probable they may need to brought to the stern of the boat and helped into the sling by someone (who is clipped on) near the transom.

Line management, there is 30m of floating line on the life sling and 20m on the purchase.

Notes

- When connecting the purchase system to the halyard or topping lift, the shackle of the halyard/topping lift needs to be at least as 1.25m above the boom so that the purchase system does not go block to block when lifting the casualty.


- The system has been designed so that the purchase is pulling downwards so that the crew can use their body weight to assist.

- To further increase the purchase or if shorthanded, the line is led to a genoa car lead, then aft to a primary winch. (4:1 x the ratio of the winch (egg Lewmar 40 = 40:1 x 4 = 160:1 lifting ratio).

- Demonstrate the system on each course and neatly pack away afterwards in the safety locker. Log the demonstration.

- Report any deficiencies.

- FYI - Strength 8mm polyester marlowbraid (1400KG) Block - 45mm sheave (355KG SWL)

Line can be led back to primary winch via jib car

**Night Exercise**
During some courses there is a requirement to conduct night navigation exercises. Before any night exercises take place there should be an assessment of suitability of the weather, visibility, sea state and crew competency by the instructor/skipper and if it is deemed acceptable to proceed the passage plan should be completed. The instructor/skipper will discuss all passage information for any night work to the Designated Person.

**Going aloft**
Going aloft can be a hazardous task and should usually only be conducted when alongside. Students will not go aloft unless there safety is compromised if the problem is not sorted out quickly and there is no other course of action, but then only under the strict supervision on the instructor/skipper and will follow the working aloft procedure in **Annex 20.** Working at height is considered high risk and will require a permit to work before any task at high is undertaken. A permit to work will be fully completed and sent to the office before the task is started. A copy of the Permit to Work can be found in **Annex 21.**

**Swimming**
During charter/course some guests may wish to swim from the vessel and this needs to be carefully managed and assessed by the instructor/skipper. In any case swimming must take place in daylight and good weather and in an anchorage, rather than a river with a strong tidal flow. The following procedures should be observed.

- Instructor/skipper to be on deck observing
- Boarding ladder in the down position
- Safety line streamed with a fender at the end
- Dinghy inflated and afloat with oars or engine at the ready
- Foghorn to hand for warning other vessel if approaching

**SeaRegs Grounding Policy**
Any grounding must be reported to the Designated Person and the MAIB as soon as practicable. The instructor/skipper will take photos of the vessel, charts and maintain logbook entries as evidence of the situations. The vessel will need to be inspected for damage and the **Annex 21** Groundings will be followed. Failing to report a grounding or damage is considered gross negligence and will be dealt with accordingly.

**End of course routine**
At the end of the course the vessel should be refueled, returned to the relevant berth, end of course de briefs to take place while the vessel is cleaned and made presentable, fill the freshwater tanks, complete the vessel shut down procedure on Safety Culture any defects should also be reported on the Safety Culture and the maintenance team made aware. Students to complete relevant paperwork such as feedback forms, the feedback and complaints procedure can be found in **Annex 36.** All food should be returned to the office along with any towels that require washing. Students should also return any waterproofs used during the course to the office. The vessels paperwork folder should also be returned to the office. Inform the office of any items that have been used and need to be replaced such as cleaning products and

It is the instructors/skippers responsibility to ensure the fuel is topped up at the end of the week.

The instructor/skipper should make sure the vessel is securely moored and left in a seaman like state. The minimum mooring lines used will be headline, stern line, forward and aft springs, it may need to have additional mooring lines due to weather or tidal conditions at the time or forecast please use you professional judgement to additional lines.

All mooring lines should lead back to the vessel and no excess line should be left on the pontoon.

**End of course check list**

- Boat on deck wash down
- Boat, inside clean
- Shore power plugged in
- Fresh water tank filled
- Sea cocks off
- Batteries isolated
- Rubbish removed
- Diesel powered heater turned off
- 240v oil radiator turned on in damp and cold conditions
- Gas isolated
- Window covers on
- Vessel moored correctly for the forecasted conditions
- All defects reported
- All food returned to the office
- All towels returned to office for washing
- All end of course paperwork complete
- Vessel course folder returned to office
- Vessel locked and secured

**Sailing Boat Maintenance**

Boats require constant maintenance and SeaRegs have a planned maintenance system in place and a full-time maintenance team. However skippers should endeavour to fix minor issues themselves as they go along: change bulbs, seize shackles, fill with water/fuel, splice lines, service a winch if needed, screw in a hinge, change batteries in torch, recharge batteries etc.

The company's operate a vessel maintenance program called **Safety Culture** this is an application loaded on to the tablets provided, this allows the company to track all checks and maintenance completed on the vessels and allow crews to see when issues there are and what may need to be addressed. The following check lists have been made and are relevant for this type of vessel

If there are any defects on the vessels that cannot be fixed, require extra attention, or maybe the start of a larger issue, these should be reported via Safety Culture under Issues and then Maintenance.

If it is a defect that means the vessel is not meeting the RYA or MCA requirement or that it is not fit for use then it should be reported to the Designated Person who will contact the relevant person to fix straight away.

| Check | Instructors/Skipper | Maintenance team | Office |
|---|---|---|---|
| **Yacht Pre-Course check** | Complete on the first morning of the course | Complete at least one day before the course | Check weekly |
| **Yacht Daily Check** | Complete each morning of the course | N/A | Check weekly |
| **Yacht 3 monthly** | N/A | Complete as Scheduled | Monthly check of all vessel Schedules |
| **Yacht 6 Monthly** | N/A | Complete as Scheduled | Monthly check of all vessel Schedules |
| **Defects *** | Report as required | Report as required | Report as required |

***-** report on Safety Culture. Go to **ISSUES at** the bottom of the page, then **REPORT ISSUE**, and then **MAINTENANCE** and fill in the form this will get raised as a defect on the platform

## Annex 9 Yacht Vessel Briefing & Check list

| Safety briefing checklist – Yachting<br>NOTE IN THE SHIPS LOG AFTER THE BRIEF BELOW HAS BEEN GIVEN | |
|---|---|
| | |
| Before any 1st voyage the Instructor/Skipper should ensure that all persons on board are briefed, as a minimum, on the stowage and use of personal safety equipment such as | |
| Lifejackets and harnesses – TPA's - Emergency procedures - Personal safety | |
| | |
| When training, in addition to the requirements above, the Instructor will brief all onboard; | |
| *Procedures for the recovery of a person from the sea and LSA equipment* | *Starting, stopping and controlling the main engine and anchor windlass* |
| *Location and use of pyrotechnics* | *Method of navigating to a port of refuge* |
| *Procedures and operation of radios* | *Location of first aid kits* |
| *Location of navigation and light switches* | *Liferaft launching and abandonment* |
| *Location and use of firefighting equipment* | *Use of Gas and cooker procedures* |

# Phoebe CHECKS
## Record of checks and non-conformities to be entered in log

| DAILY (orange only) AND PRE-COURSE CHECK (orange & blue) | | | |
|---|---|---|---|
| VHF DSC loop test | | Coolant level | |
| GPS and plotter position ok | | Engine oil level/colour | |
| Navigation lights – working | | Belts | |
| Fridge temp < 8 degrees C (pref 5) | | Bilge – sight check | |
| Bow anchor | | Strainer | |
| Bilge pumps - operable | | Fuel level | |
| Logbook opened | | Visual – bowls - leaks | |
| Portlights and hatches secure | | Exhaust – visual check once running | |
| **PRE-COURSE CHECK (orange and blue)** | | | |
| Gas locker, secure and spare | | Lifebelts with lights and danbuoy | |
| Cooker working | | Liferaft, and HRU - secure | |
| Functioning Gas detector/CO alarm | | Man, overboard sling | |
| **Fire** 1x DP forepeak | | Bucket with lanyard x 2 | |
| 2x DP in Saloon under Port seats | | Jackstays - secure | |
| 1x DP Port aft cabin | | Steering check | |
| 1x DP Starboard aft cabin | | Rigging and Guard wires split pins | |
| 1x auto in Engine bay | | First Aid Kit (Cat C) | |
| Fire blanket for galley | | **Flares** Pinpoint red x 6 | |
| Seacocks operable C/W bungs | | Red parachute x 4 | |
| Interior/deck lights operable | | Orange smoke x 2 | |
| 1x Emergency Torches in each cabin | | 8x Lifejacket - Light - bottle secure | |
| Handheld VHF radio - charged | | TPA's | |
| Echosounder operable | | 6x Harness line | |
| Search light | | Black ball & Motor Cone | |
| Horn | | Rig cutters | |
| Charts and almanac | | Tools | |
| Radio emergency procedure card | | First Aid manual | |
| SOLAS no 1 x 1 or No 2 x 2 cards | | Training manual | |
| Spare paper | | Food and Victuals for duration | |
| 2x plotting instruments | | Galley – 3x Tea towel and kitchen roll | |
| Eraser, sharpener – whiteboard, pens | | Heads - Hand towel and loo roll | |

| Skylark CHECKS<br>Record of checks and non-conformities to be entered in log | | | |
|---|---|---|---|
| DAILY (orange only) AND PRE-COURSE CHECK (orange & blue) | | | |
| VHF DSC test | | Coolant level | |
| GPS and plotter position ok | | Engine oil level/colour | |
| Navigation lights – working | | Belts | |
| Fridge temp < 8 degrees C (pref 5) | | Bilge – sight check | |
| Bow anchor secure and lid | | Strainer | |
| Bilge pumps - operable | | Fuel level | |
| Logbook opened | | Visual – bowls - leaks | |
| Portlights and hatches secure | | Exhaust – visual check once running | |
| PRE-COURSE CHECK (orange and blue) | | | |
| Gas locker, secure and spare | | Lifebelt with light and danbuoy | |
| Cooker working | | Liferaft, and HRU - secure | |
| Functioning Gas detector/CO alarm | | Man, overboard sling with 30m line | |
| Fire 1x DP forepeak | | Bucket with lanyard x 2 | |
| 1x DP in Saloon on Engine cover | | Jackstays - secure | |
| 1x DP in Stb cockpit locker | | Steering check | |
| 1x DP Starboard aft cabin | | Rigging and Guard wires split pins | |
| 1x auto in Engine bay | | First Aid Kit (Cat C) | |
| Fire blanket for galley | | Flares Pinpoint red x 6 | |
| Seacocks operable C/W bungs | | Red parachute x 4 | |
| Interior/deck lights operable | | Orange smoke x 2 | |
| 1x Emergency lights in each cabin | | 6x2 Lifejacket - Light - bottle secure | |
| Handheld VHF radio - charged | | TPA's | |
| Echosounder operable | | 6 x Harness line | |
| Search light | | Black ball & Motor Cone | |
| Horn | | Rig cutters | |
| Charts and almanac | | Tools | |
| Radio emergency procedure card | | First Aid manual | |
| SOLAS no 1 x 1 or No 2 x 2 cards | | Training manual | |
| Spare paper | | Food and Victuals for duration | |
| 2x plotting instruments | | Galley – 3x Tea towel and kitchen roll | |
| Eraser, sharpener – whiteboard, pens | | Heads - Hand towel and loo roll | |

## Annex 10 Passage Plan Pro forma for Yachts and Motor Vessels

<table>
<tr><td colspan="2">From:</td><td colspan="2">To:</td></tr>
<tr><td colspan="2">Date:</td><td colspan="2">Distance:</td></tr>
<tr><td colspan="2">ETD:</td><td>ETA:</td><td>Duration</td></tr>
<tr><td colspan="4">Skipper<br>Crew:</td></tr>
<tr><td colspan="4">Charts</td></tr>
<tr><td colspan="4">Overview of passage route. Wpts – or key points on route<br><br>Fuel usage Watches</td></tr>
<tr><td>Tides - dep</td><td>Tides - arrival</td><td colspan="2">Key tidal gates</td></tr>
<tr><td colspan="4">Navigational hazards / aids</td></tr>
<tr><td colspan="4">Communications (VHF or TEL for VTS/ Port authorities /Berthing)</td></tr>
<tr><td colspan="2">Coastguard<br>Name:<br>Contact:</td><td colspan="2">Coastguard<br>Name:<br>Contact:</td></tr>
<tr><td colspan="4">Weather<br><br>Max safe weather for trip</td></tr>
<tr><td colspan="4">Ports of refuge</td></tr>
</table>

## Annex 11 Emergency Actions - All Vessels

| Emergency Actions | Muster point – Aft deck unless in Fire | | |
|---|---|---|---|
| **All alerts to crew and passengers by voice/shout** | | | |
| **Emergency** | **Master** | **Mate/Trainee** | **Passengers** |
| **MOB** | Slow vessel – get spotter<br>Ask for liferings/light deployment<br>Press MOB GPS button<br>Initiate turn<br>SEND DISTRESS ALERT<br>Steer and manage vessel<br>*(Remove headsail – sail only)*<br>Pick up MOB<br>Follow up Mayday | Point at MOB<br>Throw lifering<br>Don LJ and harness<br>Prep Sling/hoist/ladder<br>First Aid | Point<br>Throw lifering<br>Don Lifejacket<br>Organise blanket<br>TPA – sleeping bag |
| **Abandon Ship** | SEND DISTRESS ALERT<br>Stop/Slow vessel for raft launch<br>Collect location aids/VHF.<br>Oversee liferaft launching.<br>Command deck and PAX.<br>Assist passengers into raft | Check LJ's issued and worn<br>Launch liferaft<br>Steady raft to beam<br>Assist passengers | Don lifejackets<br>Go to Muster point<br>Await orders |
| **General Alarm** | Manage and monitor situation<br>Inform passengers | Assist Master | Don lifejackets<br>Go to Muster point<br>Await orders |
| **Flooding** | Head for safe shallow water?<br>Check LJ's issued and worn<br>Open Tool locker<br>If flood out of control – abandon ship. | Assess Flooding/Collision<br>Start pumps (engine on for Volts)<br>Find & control flooding | Don lifejackets<br>Go to Muster point<br>Await orders |
| **Fire** | Manage vessel (Slow vessel)<br>Get everyone away from fire<br>Send Mayday if required<br>If fire out of control – abandon ship. | If safe - fight fire<br>Isolate fire<br>Isolate gas | Don lifejackets<br>Go to Muster point<br>Await orders |
| **Engine Fire** | Manage vessel<br>**Muster point foredeck***<br>Get everyone out forehatch<br>Send Mayday if required<br>If fire out of control – abandon ship. | Close fire flaps (If fitted)<br>Close fuel shut offs<br>Start Eng extinguishers (if not auto)<br>Switch off engine battery | Don lifejackets<br>Go to Muster point<br>Await orders |
| **Steering Failure** | All – Slow boat and issue Securite or call port to SitRep<br>Consider anchoring if near shore and safe to do so.<br>Knights Challenge - Use engines 1 by 1 and or<br><br>Use emergency steering. Stop port engine to allow crew to switch/divert hydraulics. Fit emergency steering tiller to port aft.<br>Turn steering diverter in port engine room to emergency. | | Don lifejackets<br><br>Assist in lookout |

| | | |
|---|---|---|
| | Talisman - Use engines 1 by 1<br><br>Phoebe – Use sails to balance steering (easier going upwind)<br>Fit emergency tiller into top of quadrant on deck<br><br>Skylark – No emergency steering and bilge keel – so construct a drogue – possibly towing kedge – bridle between aft cleats.<br>Sabre/Gauntlet – undo hydraulic hose on engine with spanner. Use emergency tiller to manually steer. | |

# Annex 12 Weather
# Weather procedures

Download the current inshore waters forecast from the Met Office, this is important as you may need to adjust the course plan due to the forecast.

All RYA courses have a theory content to them. Review the forecast outlook and consider if you need to have stay a day or part of a day in port. If out of Plymouth, ensure you have the wind with you for return journeys if the weather is closing in.

**Reduced visibility**

If visibility starts to reduce, it is suggested that the vessels starts to head for Turnchapel, its home port or a near place of refuge.
Required visibility is:
Cattewater - 2 cables by day, 5 cables by night
Sound and other rivers. 5 cables by day, 8 cables by night
Vessels shall use all their aids for lookout and maintain a listening watch on Ch14/16 or PORT OPs
If at sea, they shall take all necessary precautions and course of action as deemed by the skipper.
However a vessel shall not proceed to sea in visibility less than 1 mile and not outside the breakwater with a forecast of fog.

**Vessel specific considerations**
**Powerboats/RIB's**
**Inclement weather**

If you may lose time due to weather, ensure that you get high speed or key elements that need to be done outside the shelter of the Cattewater in the calmer weather. Sometimes we may just have a very long day on the water and a day ashore. If in doubt speak to the Chief Instructor for guidance. The vessel should not be outside the breakwater if the forecast is over F4. If there is a case or requirement for being outside of the Plymouth breakwater in F4 or more – the DP should be notified.

**Lightning**

During heavy thunderstorms and lightning, the vessel should proceed back to base or to a pontoon where all crew can seek shelter.

**Yachts and motorboats**
**Inclement weather**

If very severe weather is known to be coming through, consideration should be given to a day passage planning or saving some of the theory parts to either do ashore or on the vessel alongside.

The vessel should not be outside the Plymouth breakwater if the forecast is over F6. If there is a case or requirement for sailing outside of the breakwater in F6 or more – the DP should be notified.

**Lightning**

As there is shelter onboard these vessels, it is up to the Skipper to decide the best course of action. This could include; mooring up and doing theory, carrying on and monitoring the situation, Taking it in turns to be on watch outside whilst the rest of the crew are below.

## Annex 13 Planing/High speed procedures

All planing/high speed manoeuvres should be conducted in designated high-speed areas; south of Cat C waters and not within 400m of the coastline. On RIBs in windy weather, high speed areas near West Mud and above Laira Bridge can be used, depending on tide and the vessel used. If in doubt speck to the Chief Instructor for guidance.

Considerations for planning/high speed:

- Check medical forms or course medical statements for neck, back injuries and discuss if anyone has had previous problems. If they are unsure - don't do it or get them to be the key person with best communication to slow the boat if they are uncomfortable.
- In Motor vessels, ensure the students are braced and are aware that the vessel will be increasing speed.
- Brief students/pax that they must keep a good lookout and inform the instructor of situations that may result in a close quarters or collision situation.
- Instructor to be sat in the seat next to the student so they can access the throttle if needed.
- Planing manoeuvres to be conducted more than 75m from any objects such as nav marks, other vessels. Do not conduct high speed ops if marine mammals are seen.

**Personnel transfer**
We do not conduct personnel transfer at sea. It is sometimes possible to move one person from one boat to another in sheltered waters. Vessels should be not in gear and secured together at the time.

**Pacing/boarding**
Pacing is no longer acceptable within the RYA syllabus. There are organisations that the centre teaches such as border force and the police who may use this manoeuvre and these people will be given full non-RYA training by an instructor who has the knowledge and training to be able to deliver this safety.

**Vessel specific procedures**
**RIB's and fast craft**
In RIB's, ensure students/pax are sitting on a seat and holding on to hand holds - do not sit on tubes.

Weight distribution on the vessel should be considered. Weight to far forward can allow the stern of the vessel and engine to "release" when turning at speed and could induce the vessel to 'hook'. Weight too far aft could result in lack of vision or flipping in high winds (mainly for own boat as our vessel has dedicated seating).

Helmsperson to inform the crew before a change in speed or direction ('Going to Port', 'Going to Starboard', 'Speeding Up', 'Slowing Down')

Helmsperson to have one hand on the throttle and one on the wheel

**Gauntlet**
The throttle is on the outboard side of the console so the instructor shall use a second kill cord so they can stop the vessel in an emergency. During slow speed manoeuvres the instructor should be sat on the tube with direct access to the throttle (RYA level 1 and 2 only).

## Annex 14 Vessel Heating procedure

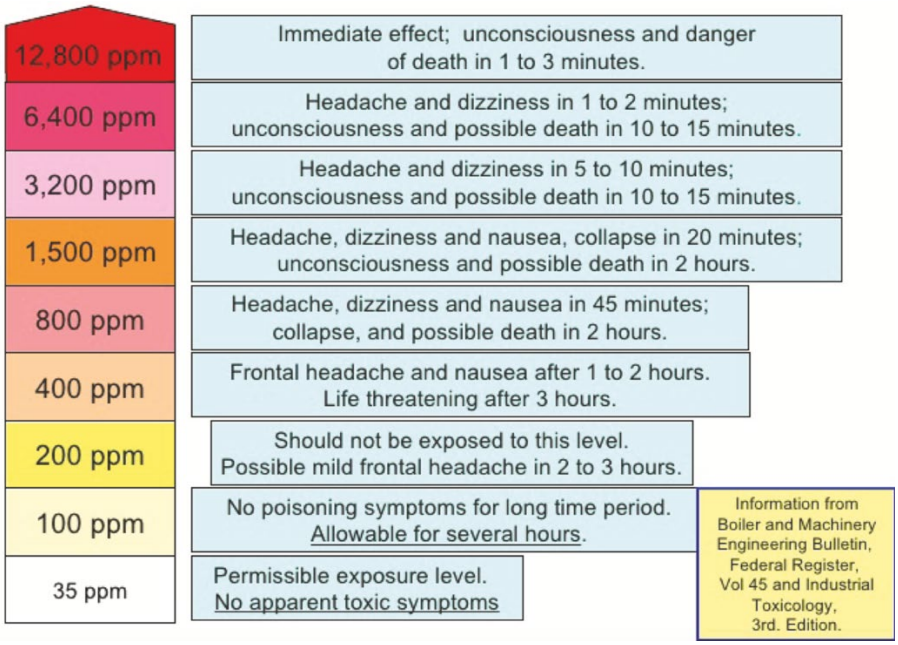
Yachts and motor vessels are supplied with diesel/air heaters, small oil-fired radiators and sometimes fan heaters. Small oil-fired radiators are onboard to increase the ambient temperature of the vessel overnight and when not onboard.
Fan heaters are just for quick heat and should not be left on overnight or if the vessel is unattended due to fire risk.
Do not use diesel fired heaters or fan heaters when sleeping or when the vessel is unattended as this could increase the chance of fire or Carbon Monoxide poisoning.

**Be aware that diesel heaters and diesel engines can:**
A) Be a fire risk through overheating, when ducting or exhaust becomes too hot
B) Be an asphyxiation risk, due to Carbon Monoxide poisoning.

**Carbon monoxide**
Recent reports show that people on small craft have died because of incorrectly vented or maintained heaters, running engines or generators whilst moored and exhaust fumes funneling below decks, exhaust gas leaks and using cookers as heaters. Ventilation is essential.

**Therefore:**
1) Please test the smoke and CO and smoke alarms onboard
2) Ensure exhaust & outlets are not covered when running the engine/heater.
    a) Brief everyone to not cover or block cabin heater outlets with clothing or boots.
    b) Check heater exhaust outlets are not covered with a fender or line.
3) You are aware how to fight a fire on the heater or exhaust, should it start
4) You are conscious of people at special risk from being in the aft cabins (yachts) where the heaters are commonly mounted.
5) You are aware of the dangers of running the engine in port or otherwise where the wind or circumstances can funnel the CO fumes back into the boat.

**Carbon Monoxide saturation levels**



## Annex 15 Lifejacket and Deck Harness Procedures

**Checking**
An instructor will check lifejackets before use on a course:
The checks will include:
Quantity as per code requirements plus 10% (10% is 2 extra – these are full foam on SY and MV's)
Check that operation has not occurred on the lifejackets to be used; Green green, tight tight.

Green tab on cartridge in place
Green tab on trigger in place
cartridge screwed tight
bottle screwed tight
Condition of outer stole and belts, crotch straps and buckles

A spare bottle, cartridge and green trigger tab should be carried in a waterproof box onboard.

**Lifejacket fit**
Skippers/Instructors shall ensure that lifejackets are correctly fitted.
The waist buckle and crotch strap are done up.
Waist straps should be checked by the student for fit (fist between chest and strap)

**Lifejacket use**
The booking form will establish whether a student can swim. Those that cannot swim may be required to wear a lifejacket at other times than below depending on the Masters discretion. Those that can swim will be required to wear a lifejacket (minimum 150 Newton performance level) on:

- Sail and motor cruising courses - when on deck and underway. (This can be relaxed in the wheelhouse or below – for instance over lunch or during briefings)
- Powerboat courses - at all times on board.
- Sea Survival courses before entering the pool or raft except during free swimming exercise.
- When on the Turnchapel pontoons and Turnchapel quayside near containers
- When deemed necessary by the Master/DP at other marinas – weather, berth exposure, non-swimmers, ice. The Instructor should dynamically risk assess the situation.
- When mooring at mid river pontoons
- When wearing waders during launch and recovery on slip
- When using the dinghy, or river bus to the vessel.

Lifejackets caution

- When in engine rooms or confined spaces where entrapment could be an issue.
- Do not wear rucksacks whilst wearing lifejackets – extra weight on your back/front may affect floatation and inflation.

**Lifejacket after use**
Do not leave a lifejacket on the floor – hang it up.
Ensure buckles are done up.
If wet, leave it in a well-ventilated place to dry.

**Harness line use on vessels**

Sailing vessels
All crew and trainees should wear their harness line at night and in weather above a force four. This gives them the ability to clip on if required. Jackstays on the working deck and U bolts in the cockpit should only be used for harness attachment. Guardrails and rigging should not be used.
They shall clip on when:

- At night they are out of the cockpit or standing on the cockpit lockers or deck – (this maybe relaxed in very sheltered water when attaching fenders or anchoring)
- During the day in weather more than force five when outside of the cockpit
- During the day in weather of force 6 or above when in the cockpit
- In the event of assisting to pick up a MOB and working overside

Motor boats/not powerboats
A harness line should be used:

- When working on an exposed foredeck during anchoring or securing a tow in boisterous conditions
- When assisting in the recovery of a MOB
- A harness line should be attached to the stainless rails either in the cockpit or at the bow.

Caution: The problem with harness lines on motorboats is being caught and kept in the water near the prop.

## Annex 16 Safe Access Procedures

Access to vessel should be made as safe as practicable, the results of not having safe access to the vessel can result in serious injury or death.
Simon's note: A good friend of mine and experienced sea survival instructor lost his life boarding his 29' yacht in Ocean Village Marina (V sheltered). He fell in & could not get out by himself. Be aware.

It is the Master's responsibility to ensure safe access.

**Hazards are:**

Falling between the vessel and pontoon
Falling onto the vessel or pontoon
Tripping over spring and stern lines
Tripping over untidy lines and cables
Slipping on pontoons and steps

**General Principles**

The Skipper/Instructor shall ensure safe access and brief students to access safely
Safe access starts before going onto the pontoon or vessel
Ensure the vessel is safely moored and is not ranging excessively forward and aft

**Considerations**

- Board at the widest part – not the corners
- Boarding height – consider if a fender step required
- Be aware of vessels wake or windy weather that changes vessels height and motion
- Trip hazards of lines and cables on the pontoon
- The condition of the pontoons, guano, ice, verdigris, oil etc.
- Ensure there is a handhold near the access points
- Ensure there is adequate lighting (deck light or torch)
- Ensure life ring/light are close at hand to be able to throw to person in the water
- The pontoon or vessel ladders are identified
- Beware of spring lines crossing the point of access and acting as a trip hazard – can they be better led?
- Do not carry luggage/kit/gear whist boarding – this should be past across.

**Boarding from a dinghy**

When boarding and disembarking from the dinghy the following shall be followed:

- Assess the conditions
- Life jackets will be worn
- The dinghy shall be moored fore and aft securely
- Do not board while there is wash from other vessels
- Do not carry any equipment while boarding
- Board at the boarding ladder at the stern on the vessel
- Step into the centre of the dinghy
- The dinghy is not to be boarded while alone, someone should be watching/overseeing
- Do not overload the dinghy, max capacity will be shown on the RCD plate on the stern.

**Mooring operations and safe access/egress**

These should always be preceded by a brief/toolbox talk.
During mooring there is an increased risk falling when going ashore/aboard with lines.
Ensure the vessel is close enough to the pontoon that a jump is not required. Use signals.
If lassoing a cleat/bollard is possible – this should be the preferred method.
If a single line can be led ashore first (beam spring etc) – this halves the chance of persons falling.

Finger berths are unstable so minimise the effect by one person at a time stepping onto the finger. When departing, lines should be rigged to slip so that all crew can be onboard the vessel.

**Extra information**
If you are in any doubt as to the safe access requirements contact the Designated Person or Chief Instructor for guidance. More information on safe access can be found in **CoSWP Ch 22** and **MGN 591** of the Safety In Ports documents (SIP) SiP **014** Guidance on Safe Access and Egress and **SiP021** Guidance on Safe Access to Fishing Vessels and Small craft.

## Annex 17 Mooring Operations - procedures

Mooring operations can be a risky task and should be assessed and supervised by the instructor or skipper. A full briefing and toolbox talk shall be completed before mooring operation takes place.

**Letting Go**
When preparing to depart a berth a crew briefing shall take place this should include the following.

- How are we going to depart (tide, wind, other vessels)
- Which lines need to be rigged to slip
- Where fenders should be rigged
- What hand signals or voice orders are going to be used
- Which order the lines are going to be let go
- Who is going to let go which lines
- Any safety issues discussed

When letting go all persons should be onboard the vessel, this will reduce the possibility of crew rushing and falling during the manoeuvre, the vessel will not be in gear while the lines are being let go the only time the vessel can be in gear when lines are on is if they are fully secure and no hands are near the lines.

Once away from the berth all lines are to be recovered and coiled and stowed correctly, fender recovered and stowed.

**Berthing**
Before approaching a berth, a berthing assessment should be done by the Instructor/skipper. The crew should then be briefed and a toolbox talk should take place.

The berthing assessment by the instructor should ensure the area is suitable for the vessel and type of berthing that needs to take place. If the berth is for teaching and the skill is a new, find an open berth with loads of space and a clear approach. When assessing a berth think about the following

- How long are you likely to be there, (tide weather forecast, is it someone else's berth)
- Is it within the capability of the crew and skipper
- How difficult will it be to exit the berth if another vessel berths close to you
- Is there an escape route if the approach fails

Once you have chosen a berth make sure the crew are briefed as to the following

- How are we going to approach the berth (tide, wind, other vessels)
- Which lines need to be deployed first and to which bollards/cleats
- Fender heights
- What hand signals are going to be used
- Which order the lines are going to be deployed and in which order
- Who is going to handle which lines
- Any safety issues discussed

**Berth Management**
How a boat is moored up, tells a lot about its skipper. It's also someone's first impression.

Once berthed along the vessel should be secured with at least 4 lines while people are boarding the vessel as per Code of Safe Working Practices. Consider where the lines are placed, they should not

cause a trip hazard for persons boarding the vessel. Each of the lines should be separate and not used for two jobs

Do not overload cleats on the vessel try to keep one line for one cleat, stern/head lines may have a better lead if the outboard side vessel cleats are used this will free up the inboard side for springs and breast lines.

Lines should be long enough to reduce snatching. When mooring to a tidal wall make sure lines are 4 times longer than the range of tide and led as far away from the mooring point.

When making up on vessel cleats use the OXO technique one full round turn, 2 to 3 figure of 8 and one full round turn. Locking turns are not normally accepted.

Mooring lines ashore should be either a bowline with a full round turn on the cleat (this should not be done if multiple vessel use the same bollard such as when rafting. A round turn and two half hitches can be used. OXO on to a shore cleat looks a mess and is lazy – but ok for a lunch stop. This also means if anyone rafts next to you there likely to trap your head and stern line with their shorelines.

Make sure the mooring lines do not interfere with safe access of the vessel or others using the pontoon. Do not leave excessive line on the pontoon make sure the extra line is on board the vessel. Power cables must be run ashore where they will not be a trip hazard.

Check the forecast if the weather has or will likely deteriorate run extra lines ashore double up on head, stern lines and the working spring. use your professional judgement that the vessel is safe.

Fenders should not be made fast to hand or guard rails. They may be attached to the bottom of stanchion posts and sail tracks.

What's not acceptable
Different mooring methods used (except RIB painter). Overloading cleats and strong points. Lines left ashore or untidily. Insufficient fenders or at all different heights. Wrong lines used. Excess line left on the pontoon, using the same line for 2 or 3 jobs. Mooring with less than 4 lines. Not using fenders provided.

## Annex 18 Bunkering/Refuelling Procedure

**Toolbox talk**

Brief the crew to ensure

The procedure is understood

The correct tank is filled

Safety and the prevention of pollution is maintained

**When**

Vessels shall be refuelled:

Powerboats: During and/or at the end of the course – never less than 1.5 tanks to start the day on

Gauntlet – always left full with breather open. Never run boat with less than half of one tank.

Sabre – Refuel at 60% or at the end of the course.

Motorboats: Refuel at 60%

Sailing yachts: Refuel at end of course or when at 60% (to account for heel)

**Prior to bunkering.**

- Vessel to be securely moored
- Carry out toolbox talk (TBT)
- Master to check the fuel remaining onboard
- All machinery to be stopped
- Bilge pumps to be placed in 'off'
- No Smoking in the vicinity
- Any personnel in the vicinity are to be made aware of the bunkering operation
- The equipment to be used for fuel transfer is to be inspected for suitability before use
- Filler cap and breather cap to be removed and placed away from the side of the vessel
- Kitchen or blue roll to be available to catch immediate spills
- Fuel for RIBs over 20litres should be moved down to the pontoon by trolley

**During Bunkering**

- Monitor flow rate and tank levels
- Check hoses and couplings for leaks
- Monitor for signs of foaming through filler and breather

**Cease Bunkering**

- Replace the filler cap
- Return any equipment to its stowed location
- Bilges/tank spaces to be inspected for leaks/fuel oil
- Retain receipt for office
- Switch bilge pumps back to 'auto'

**Reporting**

- Record in vessel logbook (Not Powerboat); fuel onboard and amount taken onboard
- Immediately report any spillage using incident report and to marina/office/DP

## Annex 18 Environmental Operational Procedures

**Energy and Water**

- We will seek to reduce the amount of energy used as much as possible.
- Lights and electrical equipment will be switched off when not in use.
- Heating will be adjusted with energy consumption in mind.

**Supplies, Maintenance and Cleaning**

- We will minimise the use of paper in the office.
- We will reduce packaging as much as possible.
- We will evaluate if the need can be met in another way.
- We will evaluate the environmental impact of any new products we intend to purchase and favour environmentally friendly and efficient products where possible.
- We will reuse and recycle everything we are able to.
- Cleaning materials used will be as environmentally friendly as possible.
- We will only use licensed and appropriate organisations to dispose of waste.

**Transportation**

- We will reduce the need to travel, restricting to necessity trips only.
- We will promote the use of e-mail or video/phone calls for meetings if appropriate.
- We provide details of public transport as an alternative means of travel to our courses.

**Monitoring and Improvement**

- We will aim to comply with and exceed all relevant regulatory requirements.
- We will continually improve and monitor environmental performance.
- We will continually improve and reduce environmental impacts.
- We will incorporate environmental factors into business decisions.
- We will increase employee awareness through training.
- We will use local labour and materials where available to reduce CO2 and help the community.

# Annex 20 Working at Height procedures

**Working at height procedure on vessels**

Working at height is a high-risk task and should only be done while the vessel is alongside or in extreme cases at anchor and is not to be undertaken whilst underway, unless for the absolute security and safety of the vessel. A Permit to Work should take place and be logged in the logbook before the task is started and a number of safety processes should take place before commencement of the task The instructor/skipper should seek advice from the Designated Person if they are unsure of the process.

**Preliminary checklist**

- Risk assess the task - (Can the task be done without working at height)
- Check weather conditions.
- Check all equipment including PPE, make sure the harness looks fit for use (Safety harness, safety line, bosun's chair)
- Complete the permit to work and send a copy to the office
- Complete a toolbox talk with everyone onboard and assign roles
- Isolate the radar and post signs if necessary.
- All tools and equipment to be on security lanyards.
- Establish a communication method for raising and lowering
- Ensure nobody is standing underneath the person aloft

**Working aloft yacht masts**

When sending a person aloft the mast on the company sail training yacht the process below must be followed. This is a three person job.

- Two separate halyards must be used. The halyards must be inspected before use and individually connected to the safety harness and bosun's chair using; double sheet bend or bowline.
- Shackles of both halyards should be connected together to give double back up to each system.
- All halyards should pass through a rope clutch and then to a halyard winch.
- An additional spotter should be considered for spotting vessels that cause excess wash
- The halyard should be tailed by a competent person and not by the person operating the winch.
- The second halyard should not be allowed to go slack and should be tended at all times.
- Before lowering the person, weight must be taken up on the winch to release the rope clutch.
- The person should be lowered steadily on the halyard which should be led around the winch.
- Once the task is complete the permit to work should be closed out and sent to the office.

**Working at height – shoreside**

This would commonly include the use of ladders and scaffold**.**
All equipment should be checked prior to first use, or after repositioning.

- 'A' type self supporting ladders can be used by one person so long as the ground is stable and the person using the ladder is content to do so.
- 'Lean-to' ladders should be either tied/secured/clamped at the top to the structure. Alternatively they may be held/supported by another worker. They should be firm and secure under foot.
- Scaffold platform should be used when required to give a greater safety. Ensure that the scaffold is enclosed on the rear and sides to reduce the chance of falling. Extra supports are not necessary up to 2m standing height. Brakes should be used on wheeled scaffold.

## Annex 21 Permit to Work

Working Aloft on vessels

| | | | |
|---|---|---|---|
| Work to be done | | | |
| Location | | | |
| Competent person doing or on the job (permit issued to) | | | |
| Period of validity (time limits if applicable) | | | |
| Authorising Officer (Office) Name | | | |
| Authorising Officer Signature | | | |
| Time & Date from | ____: ____ on ___/___/20___ | Time & Date till | ____: ____ on ___/___/20___ |
| Names of all personnel authorised and involved in carry out work | | | |

| | | Checked by competent Person | Checked By authorised Person |
|---|---|---|---|
| | Office informed | | |
| | Warning notices posted | | |
| | Risk assessment conducted | | |
| | Toolbox talk taken place | | |
| | On-Deck supervisor identified | | |
| | Equipment in good order | | |
| | Isolate radar scanner | | |
| | Place stops use notice on radar/radio | | |
| | PPE – Safety harness, Hard hat and line | | |
| | All tools secured by lanyard/belt/bag | | |
| | List all tools and equipment to be used below –<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>• | | |

**Certificate of checks:**

I am satisfied that all precautions have been taken and that safety arrangements will be maintained for the duration of the work.

Authorised person in charge (signature)

Time: ____:____ Date: ____/____/20____

**Cancellation of Permit to work:**

The work has been completed/cancelled*, all persons under my supervision, materials and equipment have been withdrawn. (* delete as applicable)

Authorised person in charge (signature)

Time: ____:____ Date: ____/____/20____

The Work is complete/incomplete as follows:

# Annex 22 Grounding

**SeaRegs Grounding Policy**

We have to accept that there needs to be a culture change when it comes to grounding any vessel in particular yachts. It was very normal to ground yachts of a more traditional 'encapsulated keel' type regularly during navigational exercises.

Modern yachts with 'bolt-on' keels are very susceptible to hull and keel damage, leading to keel or internal structure failure. Therefore, they should not be allowed to ground, unless they are moored, in soft mud and then only occasionally.

Motor and power vessel can suffer damage to the hull but more likely they will damage props, rudders, shafts or P brackets this can cause a hull breach or disable the vessel. the affects may not be immediately obvious particularly at slow speeds.

Any 'unintentional' grounding during the 'navigation or pilotage' of the vessel is now a reportable 'Marine Incident'.

***MAIB MGN 564***
***Marine Incident***
*An unintended temporary grounding on soft mud, where there was no risk of stranding or material damage.*

***Marine Casualty***
*The stranding or disabling of a vessel.*

If a vessel grounds the following needs to happen:

**Skipper**

Ensure the vessel and crew are safe.
Vessel and crew made safe for grounding and protected as far as possible.
Inform the designated person and office ASAP
Record the position
Log the information
Photograph GPS Position with time
Monitor keel/bolts/rudder post during lay-on and coming off.
Fill out accident report form
Fill out MAIB report form (ARF)
Make your way to marina so we can check the boat.

**Office**

Monitor situation
Start an incident log
Call surveyor to arrange a time to inspect vessel.
Establish whether out of water inspection necessary
Photograph vessel during inspection/lifting
Ensure Certifying Authority Informed
Ensure MAIB informed
Monitor vessel afterwards

**Our recommendations are:**

You establish how the shallow water alarm works on the echosounder
You check with the lead line, the depth at which the vessel will touch
You allow at least 1.5m of water (Under Keel Clearance) on a falling tide for crossing shallow areas at slow speed in a flat sea/harbour area
You allow 1m of water (Under Keel Clearance) on a rising tide
The above clearances are based on the vessel being at 'dead slow'.

## Annex 23 Overdue Vessels and Designated Persons

When the vessel is at sea the Designated Person (DP) will be available with relevant voyage information so there is a continual line of communication. The DP will undergo briefing by the Chief Instructor so that they are conversant with the ways that the vessel(s) can be tracked.

Passage plan
Vessels proceeding outside the port of Plymouth limits are required to file a passage plan which will be set to be sent to the DP. This can be checked for vessel last known position and in the event the coastguard are to be contacted they can access the data based for full vessel and passage details.

The DP will be provided with the following documentation:
Full crew list and notifications of changes to crew
Next of Kin/emergency contact and medical details
Vessel MMSI number and call sign

Tracking
If the vessel is overdue by 6 hours or by a prearranged time, following this procedure

The DP will endeavour to make contact or establish the position of the vessel by:
1) Contacting the Skipper 2) Contacting the Crew 3) Contacting the Coastguard

If the vessel is overdue by 12 hours or a prearranged time, the following procedure will be followed.

The DP will endeavour to make contact or establish the vessels position by the methods shown above or by AIS (Automatic Identification System) Via the internet.
http://www.marinetraffic.com/en/ais/index/ships/range

**1) If the vessel is un-contactable but through investigation (AIS), is underway and steering a straight course, the vessels position will be noted and monitored regularly until contact is made.**

**2) If the vessel is un-contactable and when tracked, looks as though she is sailing erratically or has stopped, there could be a possible problem especially if she should be sailing faster in the conditions. The Coastguard should be notified with the following information.**
The vessel with …… number of persons onboard has failed to meet a scheduled report, her last position was Port …..or Latitude …….. and Longitude …….. She is uncontactable and seems stopped or slow in the water.

**3) If the vessel is un-contactable and no current position is available.**
The vessel…….. with …. number of persons onboard has failed to meet a scheduled report, her last position was Latitude …….. and Longitude …….. or Port and she was bound for ……Port.

The last time of contact was…….. and she is failing to show up.It should be stressed that lack of contact could just be and electrical problem, that is being rectified or needs sorting out when back onshore. The boat has short-range VHF radios which can be used to communicate when near other vessels or land.

# Annex 24 Sea Survival Course including PST/RYA/World Sailing procedure

**Instructors**
All courses to be taught by an appropriately qualified Sea Survival instructor. The validity of the instructor certificates will be checked by the Company.

Instructors are expected to arrive to the centre 45 minutes before the start of the course (Course starts at 0830) to make sure there is enough time to prepare the classroom and training aids. The centre team will try to set the classroom up the night before, but this is not always possible.

All instructors are expected to be presentable in appropriate clothing with company shirts and as per the instructor code of conduct.

**Course plan and paperwork**
The course paperwork with course registers booking forms and any relevant course material will be found in the office. The office team member on the morning shift will normally give the folder to the instructor of leave it on the top shelf of the course folder cupboard behind the main desk.

**Student fitness**
It is essential that Instructors check the booking forms to establish if the participants:
Are swimmers
Have any health issues
If there are any concerns that the instructor needs to discuss – these should be discussed one-one with the individual at the start of the course or at the first break.

**Greeting the students**
When students arrive at the office team will direct them to the relevant classroom showing them the toilet and tea and coffee making facilities. When they arrive at your classroom make sure you are waiting to greet them introduce yourself and make them feel welcome.

**Course briefings**
At the start of any course which starts in the classroom a classroom safety brief should take place the check sheet for this is stuck to each instructor table in the rooms, but a copy is found in **Annex 4** of this document. A pool session briefing should be conducted at the pool before students the start of the pool session.

**Instructor pool safety briefing and guidelines**

**Pre-pool departure brief – to students**
Have you got - long sleeve clothing - Towel - Drinking Water – Directions – personal medication.
Money for lockers or take their kit to the pool side (do not leave in changing rooms if not in locker)

**Poolside brief - Students**
Location of Fire Exits and toilets
Introduce safety swimmer
Slippery underfoot – watch out for broken tiles
Constant vigilance in others
Glasses – they may come off
Hearing Aids – if normally worn, have they been removed for pool session
Where shallow and deep areas of the pool are and where they can jump in.

**Poolside brief – Safety swimmer**
Brief Safety Swimmer on medical problems of the students or non-swimmers. The instructor shall ensure that the Safety Swimmer is adequately briefed, especially for drills using a capsized raft and immersion suits.

**Instructor safety guideline**s
Know fire exits from pool side and muster points
Importance of prevention of dehydration during pool session – observe for overheating
Check lifejacket fitting – check again before capsize drill
Student lifejackets donned during pool exercises.

**Overheating – immersion suits**
Keep time in immersion suits to a minimum. Do all briefs before donning. Only get students to swim half pool in suits. No other boarding exercises in suits. Limit suit wear to 5 mins total. Raft in water can aid those struggling. Ensure one staff to assist people getting out of pool and getting out of suits.

**Capsize drill Notes for instructor**
All loose items such as drogue, quoit, paddles pump, etc., shall be removed from the raft before capsize drills to reduce the chance of entrapment of students. Check bottle security before drills.

- Include – 'Do not try to swim out' as this puts face in the water
- Checking that students legs do not tangle with boarding ladder which is near the bottle/righting point
- Safety Swimmer to be in pool with mask during capsize
- A Student to hold painter during capsize drill to keep it clear of person in the water
- Safety swimmer to indicate to the instructor if the person becomes trapped.
- Instructor to brief students to help pull the raft to poolside and lift raft if there is a problem
- All other students to be out of water during capsize drill.
- Students take turns pulling raft out of water during capsize drill to minimise back problems.
- Knife to be ready at hand – Knife in Toolbox
- When capsizing the raft on the poolside – keep the bottle in the water

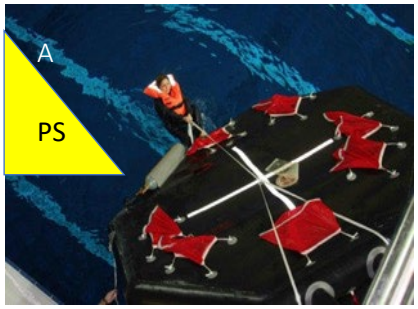
**End of pool session**
If possible, remove bottle from raft before getting it back in the canister

**Safety Swimmer guidance for pool session**

Purpose is to train seafarers in life raft use and in-water survival techniques.
Pool session is 2 hours. You are required for 2hrs and 15mins.
Goggles or a mask are required.
Participants may have medical conditions or be non-swimmers – the instructor will inform you. Their medical and NoK details are in a waterproof pouch at the poolside.

The instructor will meet you at the side doors near ramp 15 mins before pool booking time. Help take equipment to the pool-side – life raft, lifejackets etc.

Your role is to supervise the session under guidance from the instructor. The main concerns are raft capsize drill, people not confident in the water, entanglement in the life-raft or ropes/ladders and use of immersion suits.




**During the RAFT CAPSIZE DRILL you will be in the water wearing goggles to ensure student safety.** Students will be locating the gas bottle on the bottom of the raft then grasping the righting strap and using their legs as a fulcrum on the side of the raft and leaning back. (**Ensure their legs do not get caught-up in the boarding ladder - next to the bottle)** This slowly brings the Liferaft on top of them. There is a large air bubble underneath allowing them to breath so long as their head is upright. They follow the righting strap, which leads the way out.

**You are in the water at the pool edge (A) in sight of the instructor at the poolside (PS). When the raft comes on top of them you submerge and check they are ok.** Problems are panic & entanglement.

**Whilst submerged you will hold a thumbs-up if all is OK with the person…**

**or point to the side if they are not and the instructor will lift the raft**

All other students will be out of the water. One of the students will be holding the painter line (line connected to the raft). The instructor will brief the students to lift the side of the raft if there is a problem – this should free the person - with your assistance. **Listen to the instructors brief to you and the students.**

Immersion suits increase and change a person's buoyancy. They also insulate and increase the chance of overheating. Use of immersion suits is kept down to 5-10 minutes. Danger times are initial water entry as the suit may float a person face down, or when getting out as their legs may have difficulty finding a ladder step on exit. Then, general overheating if they are wearing for any length of time.

***Emergency signals: Student: hand on head = Help***
Finally help with the clear up, deflation of the raft and carrying.
**ANY QUESTIONS PLEASE ASK**.

**Sea Survival Program and Kit List**

| PST Pool session wet drill – General v2 2016 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Gear** | | | | | | | | | |
| **Raft** | | **Paddles** | | **Quoit** | | **Bailer** | | **Deflator** | |
| **Mask** | | **Knife** | | **Whistle** | | **F.A Kit** | | **Pump** | |
| **Toolbox** | | ***Adjustable*** | | ***Screwdriver*** | | ***Cable ties*** | | ***Pliers*** | |
| **Medical** | | **Suits** | | **Water** | | **Spare raft** | | **Sprayhd** | |

| Learning objectives | |
|---|---|
| **Correctly don a lifejacket** | |
| **Correctly don and use an immersion suit** | |
| **Jump from a height into the water (correct entry procedure)** | |
| **Swim while wearing a life jacket** | |
| **Identify the actions to be taken when in the water** | |
| **Keep afloat without a life jacket** | |
| **Board a survival craft from a vessel when wearing a life jacket** | |
| **Board a survival craft from the water when wearing a life jacket** | |
| **Initial actions on boarding a survival craft to enhance chance of survival** | |
| **Stream a drogue or sea anchor** | |
| **Operate survival craft equipment** | |
| **Right an inverted life raft while wearing a life jacket** | |
| **Notes** | |

| SEAREGS - PST POOL RUNNING ORDER | |
|---|---|
| **GROUP A** | **GROUP B** |
| **Safety Brief and introduce safety swimmer** | |
| **Inflate Liferaft – identify main external parts** | |
| **Don boiler suits** | |
| **Exercise 1 (Instructor brief group A and B together before exercises to reduce overheating)** | |
| **Don Lifejacket – help Group B** | **Don Survival Suit and Lifejacket** |
| **Dry abandon**<br>**Group A enter raft dry from the poolside – instructor in raft - internal parts (2-3 mins) & talk through Cut Stream Close Maintain** | **Survival suit donning and lock block entry into water from small step.**<br><br>**Swim on back to poolside.** |
| **Change A & B around** | |
| **Don Survival Suit and Lifejacket** | **Don Lifejacket – help Group A** |
| **Survival suit donning and lock block entry into water from small step.**<br>**Swim on back to poolside.** | **Dry abandon**<br>**Group B enter raft from the poolside – instructor in raft - internal parts (2-3 mins) & talk through Cut Stream Close Maintain** |
| **HANG UP Survival SUITS TO DRY** | |
| **Enter water then enter raft**<br>**Cut Stream Close Maintain** | **Enter water then huddle near raft** |
| **Change A&B around in water (watch out for entrapment when exiting raft)** | |
| **Huddle near raft** | **Enter raft from the water then CSCM** |
| **REMOVE DROGUE AND KIT FROM RAFT** | |
| **Right an inverted life raft while wearing a life jacket (Group poolside – see brief)** | |
| **Using throwing line to recover nearby survivor - Assisting a helpless person into the raft** | |
| **Raft out or**<br>**Abandon ship drill – Group A in raft - casualty rescued by group B then huddle**<br>**Raft out of pool - turn upside down, drain and dry** | |
| **Personal survival skills**<br>**Life jacket self-righting - HELP & Starfish**<br>**Survival chain/crocodile and Huddle.**<br>**Splash guard vs airway protection** | |
| **Swim or tread water wearing no lifejacket (near side)** | |

## Annex 25 Flare Demo procedure

When running World Sailing survival courses there is a requirement for a flare demo.

This must only be completed in a safe area such as the slipway away from the general public and other site users. The area should be either very quiet or cordoned off to stop any unauthorized person gaining access to the demo area.

Only orange smoke and white handheld flares can be used. No rockets or red flares are to be used in any circumstance.

The instructors will inform the following persons:

- HM Coastguard
- Port authority/VTS
- Harbor Master

A full safety brief will be held with all students and PPE will be worn (eye protection, Gloves, Long sleeves) other equipment shall be ready to hand including

- Fire extinguisher
- First aid kit
- Bucket of water

The following general safety points will be followed:
Flares held downwind
Base of the flare pointed downwards and not towards the body
Dud flares will be treated as live flares and put in a bucket of water

Below is the full checklist for the flare demo and this should be fully completed before any activities of this nature take place.

| Checks/Procedure FIRE or Flare demo | | Date | | Who | |
|---|---|---|---|---|---|
| | | Where | | | Check |
| Inform authorities if appropriate<br><br>Telephone numbers | Police | | | | |
| | Fire | | | | |
| | Port Ops | | | | |
| | Other | | | | |
| | Other | | | | |
| Wind & area | Check wind direction | | | | |
| | Ensure demo area away from housing or combustible areas | | | | |
| | Mark demo area with cones (if high traffic area) | | | | |
| FIRE – see teaching points on reverse | | | | | |
| Extinguishers | Ensure extinguishers are fit for use. Ensure instructions are readable. | | | | |
| PPE | Ensure the following is worn | | | | |
| | Eye protection | | | | |
| | Gloves | | | | |
| | Long sleeves | | | | |
| Brief | Extinguishers operated down wind | | | | |
| | One extinguisher at a time | | | | |
| | All students behind 'live' extinguisher student | | | | |
| Equipment | Protective glasses | | Health Docs – Next of Kin | | |
| | Gloves | | Cones | | |
| | First Aid Kit | | Phone no's of services | | |
| | Bucket of water | | Extinguishers | | |
| | Gas rig | | Lighting lance | | |

| FIRE TEACHING POINTS | | | | |
|---|---|---|---|---|
| **Practical sessions** | P – Pull the pin<br>A – Aim at the base of the fire<br>S – Squeeze the trigger<br>S – Sweep side to side | | | |
| 1) Call for help<br>4) Pull tab and pin<br>7) Fight fire/drop low | 2) Check extinguisher type<br>5) Test<br>8) Don't turn your back on fire | 3) Check gauge<br>6) Approach fire<br>9) If out, kick it about (Class A) | | |
| **Bin fire** | **Co2 (if used)** | **Tray fire** | **Fire blanket** | **Dry powder** |
| Circular motion | Beware of cone.<br>Cone checks | Foam to back of tray. Nozzle types | Turn off gas/power, protect hands, vision. | Demo squirt – visibility drop |

| FLARES | | | | |
|---|---|---|---|---|
| Type | Only whites or orange smokes to be used | | | |
| In date | Check flares are in date and not visibly damaged | | | |
| Brief | Flares operated down wind | | | |
| | One flare at a time | | | |
| | All students behind 'live' flare student | | | |
| | If flare does not fire, place in water bucket | | | |
| | When flare expires, place in water bucket | | | |
| | Do not look at flare. Beware of falling dross | | | |
| Equipment | Protective glasses | | Health Docs – Next of Kin | |
| | Gloves | | Cones | |
| | First Aid Kit | | Phone no's of services | |
| | Fire Extinguisher | | Flares | |
| | Bucket of water | | | |

## Annex 26 Teaching off site procedure

Teaching off site takes a lot more preparation than working onsite.

**Offsite briefing checklist**
Ensure the Offsite Checklist is sent to the company well ahead of time and ensure that the information received gives you a good indication of what you need to know. Photographs are very useful to get an idea of training venue and sizes of desks and the room.

The Offsite briefing checklist (side 2) should be used as an aide-memoir to help you remember what to take. Don't leave till the last minute to organise yourself – there's a lot to remember to get organised. For big courses overseas, it may take months to organise.

**Travel**
The type of course you are running will also dictate the mode of transport you take to get to the venue. Even more preparation time is required if you are flying to the course as heavy items may need to be ordered or posted on beforehand.

**Contact**
Ensure you have a point of contact and their mobile number. I suggest making contact by text or a call beforehand so you have a relationship with the person as you may well need to call in a favour.

**Access**
Double check if you need any special access requirements. If possible, get into the classroom 60 minutes before the course starts. Even better, get access the evening or afternoon beforehand. Your course is often an afterthought to the company and the room needs rearranging before you start.

**Health and Safety**
We try to get some Health and safety information before you get there, but please also aquaint yourself with the situation so that you can give a safety brief if you have to. Often you can ask a Manager or person to do so, or they may well all know the area and you may just need to follow them in an emergency.

**Back-up**
Take or arrange a back-up projector/TV.
HDMI/VGA lead. Gaffer tape
An extension cable. If overseas – an adapter.
Have your presentation saved to a USB stick
If you are working in a military/Govt base – you may not be able to connect your PC to anything. Be self-sufficient.

**Start/Finish time**
Sometimes we need to start at the time of their workforce. See if there are any key requirements – at some very regimented places – come three o'clock – some people may just walk out or ask if they are now on overtime etc.

Also find out what time you can get entry – on the day, the night before, what time you need to be done by etc – but ensure they know the course duration.

## Annex 27 Offsite Teaching Form Simon note check new checklist with whiteboard

# Offsite Classroom Checklist/Briefing

| To the company - please fill out this 'grey' side to give us a better understanding of your venue | | | | | |
|---|---|---|---|---|---|
| Please provide a few photos of room, AV equipment, chair and desk layout etc | | | | | |
| **Company** | | | | | |
| **Where** | | | | | |
| **Contacts** | | | | | |
| **Course** | | **Delegates** | | **When** | |
| Time we can gain access on day to set up? (min 45 mins prior to course start) | | | | | |

| On or prior to arrival check – Systems, Health and Safety | | |
|---|---|---|
| **Desk and chair per person (desk space min 600x600mm pp) bigger desk for nav or paperwork heavy courses** | number | |
| **Desk and chair for instructor** | Yes | No |
| **Toilets available with safe access** | Yes | No |
| **Trip hazards** (trailing cables, worn flooring, gangways clear- detail in notes as required) | OK | Not |
| **Permanent fixtures in good condition** | Yes | No |
| **Electrical fixtures and fittings in good repair** | Yes | No |
| **Emergency exits - clear and signed** | Yes | No |
| **Evacuation procedures and muster point identified** | Yes | No |
| **Classroom ventilation and heating** e.g. is there natural ventilation, can comfortable temp be maintained, are there blinds (or other) to protect from sun heat and glare | Yes | No |

| | | | |
|---|---|---|---|
| **Location of First Aid Kit** | | | |
| **Circle AV arrangements:** | **TV** | **Projector** | **Remote control required Yes/No - and present Yes/No** |
| **HDMI or VGA connection** | | | **HDMI or VGA Cable on site** |
| **Lunch/tea arrangements for course** | | | |
| **Any key points for course such as safety issues, access limitations, passes, parking or inductions:** | | | |
| **On day site contact** | | | |
| **SeaRegs use or Q's to Company** | | | |
| **MCA informed?** | | | |

SeaRegs Training Classroom Offsite Safety Brief V7 Oct 23 SJ.

# Offsite Classroom Checklist/Briefing

| PRE-COURSE AIDE MEMOIRE - TEACHING BOX CONTENTS - SEAREGS | | |
|---|---|---|
| **Projector / laptop** | **HDMI / VGA cable** | **Extension lead** |
| **Gaffa tape** | **Speakers** | **Whiteboard markers** |
| **Pens** | **Paper** | **Flipchart/board** |
| **Tea/coffee/sugar/kettle** | **Memory stick** | **Resources/kit** |
| **Assessments** | **Booking/feedback** | **Register** |
| **Paperwork Checklist** | **Student number?** | |
| **Searegs register** x1 | **Contact register** x1 (Apps only) | **Assignments** x no. of learners |
| **Session Plan** x1 | **Review forms** x (apps only) | **Feedback forms** x |

| SAFETY AND COURSE BRIEF | |
|---|---|
| **Before any classroom course the following safety brief will be conducted** | |
| **Roll Call –** check all present and ID | No. |
| **Fire Exits are located…**<br>**1)** **2)** | |
| **Fire and muster points are …** | |
| **Toilets are located…** | |
| **Tea and Coffee** – where to go for lunch…<br>No pubs/alcohol please | |
| **Mobile phones…**turn off or to silent | |
| **Assessment –** Written or oral if writing is problematic, but always in English – no translator. | |
| **Departure time is…..** any issues? | |
| **Any questions?** | |
| **Other from overleaf** | |

**Contact numbers**

| | | | |
|---|---|---|---|
| SeaRegs Office | 01752 408270 | Vicky Jinks (Director) | 07768 383356 |
| Simon Jinks (Director) | 07711 022003 | **Fire – Police - Ambulance** | **999** |

SeaRegs Training Classroom Offsite Safety Brief V7 Oct 23 SJ.

## Annex 28 Emergency Contact Telephone Numbers

**Useful Contact Numbers**

| Who | How |
|---|---|
| SeaRegs Training Centre<br>Plymouth Sailing | 01752 408270<br>01752 493377 |
| Duty Designated Person | 07501 109662 |
| Vicky Jinks (Principal) | 07768 383356 |
| Simon Jinks (Chief Instructor) | 07711 022003 |
| | |
| Emergency Police-fire -ambulance-Coastguard | 999 |
| | |
| Coastguard | VHF Ch 16 or 67<br>01326 317575 (Falmouth MRCC) |
| Rame Head NCI | Ch 65 |
| Doctor | 01752 663138 |
| Hospital Plymouth | 01752 202082 |
| Hospital Dartmouth | 01803 832255 |
| Hospital Torbay | 01803 614567 |
| | |
| All marinas (except Sutton Hbr) | Ch 80 |
| Sutton Lock | Ch12<br>01752 204186 |
| | |
| Plymouth KHM (Long room) | VHF: 13, 14 or 16<br>Operations: 01752 836953 |
| Millbay Docks | Ch 12 or 14 when operating |
| Cattewater Hbr control | Ch 14. 01752 665934 |
| | |
| QAB Marina | 01752 671142 |
| Yacht Haven Marina | 01752 671142 |
| Yacht Haven Quay | 01752 481190 |
| Sutton Harbour Marina | 01752 204702 |
| Turnchapel Wharf | 01752 492565 |
| | |
| | |
| MCA Marine office Plymouth | 01752 266211 |
| MCA Marine office Falmouth | 01326 310811 |
| MCA Marine office Southampton | 02380 329329 |
| | |
| RYA Training | 023 80 604100 |
| UK Marine Accident Investigation Branch | 023 80 232527 |

## Annex 29 Dealing with a Major Incident

**Dealing with a major accident/incident**

These notes give guidelines in the aftermath of a major accident.

Our first priority is the safety of students and instructors, but we will also have to deal with the authorities and media.

**Incident Co-ordinator**

A Director or if not immediately available a member of Senior Managment will assume the position of Incident Co-ordinator. The Incident Co-ordinator will have overall control and responsibility and will co-opt other members as necessary to deal with the incident such as securing the incident area, rendering first aid, preventing further injury or damage and taking appropriate photographs. The Incident Co-ordinator will ensure that the Centre Principal or Chief Instructor is informed of the incident as soon as possible.

**Incident Control Room**

Where possible ensure that an incident control room is set up on a suitable part of the site where there are functioning mobile and landline telephones, radio communications and access to the internet and email available.

**In the Immediate Aftermath**

Get a statement from competent witnesses as well as recording their names and contact details
Remove the key witnesses to a place you can talk to them away from onlookers
Explain that statements are being taken to obtain an accurate account of the incident as these may be required for insurance or other purposes.
Notes need to be taken and agreed by the witnesses

**Securing Evidence**

Photograph the incident location, boats, equipment etc.
Keep and secure any relevant equipment e.g. clothing, buoyancy aids, lifejackets, logbooks etc.
Secure any boats and equipment.

**Emergency Services**

In the event of Emergency Services becoming involved, they will take control of the incident response and be responsible for situations relevant to them e.g. Police (fatalities), Coastguard (marine rescue), Fire and Rescue Service (Fire/rescue incidents), and Ambulance (Casualty treatment.). In the event of a major multi-agency incident, a Lead Agency will be appointed, usually the Police, to ensure a co-ordinated response.

**Site organisation**

If necessary restrict entrance or exit to and from the site
Identify a separate gathering area for relatives of any injured persons
Arrange for a supply of hot/cold drinks and or food
Keep media away from gathering area for relatives
If possible, have a separate briefing area for the media where they can be addressed by the training centre representative.

**Dealing with Relatives or Aggrieved Parties**

It is important to be sympathetic with these people, without admitting liability. Remain calm and say that every effort is being made to mitigate the effects and that the appropriate authorities, with whom you are co-operating, are investigating the incident.

**Fatalities**

If there has been a fatality, the Police will inform the next of kin. Similarly with injured people, when

a criminal offence or traffic collision occurs. Do not publicise the name/s of the casualty/ies until you know this has been formally carried out by the Police, even if the press appear to know who it is.

**Dealing with the Press**
If contacted by the press or other media representative, the initial response is to acknowledge that an incident has occurred and that the centre will issue a press statement as soon as possible.

Direct statements and interviews are to be avoided unless authorised.
Produce a written statement that you can give to the media. Such as;

*SeaRegs regret to announce the death of a crew member who fell overboard at night.*
*When…*
*Where …*
*Our deepest sympathy to the relatives etc. A full statement will be issued at 2pm tomorrow (give yourself time to collate the information).*

Don't hold a media briefing. Decide who will speak to the media or consider a written statement.
Don't allow well meaning but ill informed staff to make public comments.
Keep a record of whom you have spoken to, who has contacted you etc.

**Notifications**
Inform RYA Training (+44 23 8060 4180) if it was on an RYA Training course who can assist with your statement to the press. Alternatively inform British Marine (01784 473377 or out of hours 07767 884399) as they have a team ready to help.

If it is a UK flagged boat or if there are UK personnel are onboard you must inform the UK Marine Accident Investigation Branch (MAIB) by the quickest means possible (+44 (0)23 80 232527).

If it involves work-related fatal or major injury you must inform the Health and Safety Executive.

Investigate and make a report. **Annex 30**

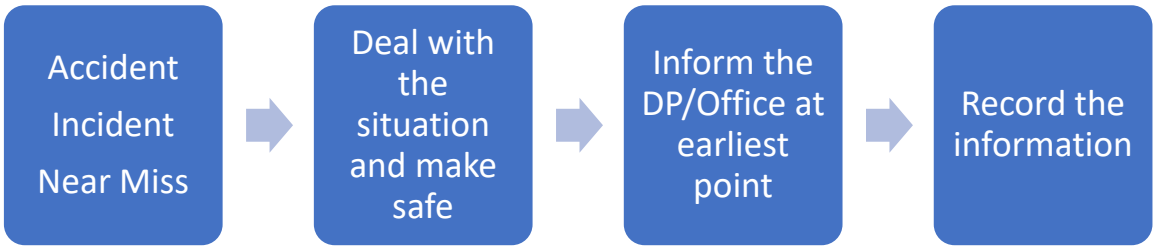
**Closure**
The primary phase of the incident is closed when any injured partied have been moved from the locations and all property damage has been secured to that it no longer presents a danger.
A meeting should be held with all those involved in the handling of the incident and any experts who may be required (legal, insurance, structural etc).
This meeting should finalise all records of the event and determine any follow up action that may be required.

A record should be made of lessons learnt and a plan developed for implementing ways to improve procedures and the major incident response system.

## Annex 30 Accidents, Incidents and Near Miss procedures

Accidents, incidents and near misses can happen. When they occur, the Principal, Chief Instructor will manage the situation, ensure the relevant information is recorded and pass on lessons learned to reduce the likelihood of its reoccurrence. The instructor will normally be first on the scene so will need to deal and record the essential information in the first instance.

Events will be recorded in the Accident reporting book which is located in the office. The Principal will report serious accidents to the MAIB and RYA or when on-shore the Health and Safety Executive. Other parties that may need a report are the Certifying Authority, Port and Insurers.




**MAIB requirements**

**Vessels**
The definitions below are derived from a commercial merchant vessel requirement and therefore judgement will need applying as to what is reportable and what is not. For instance a RIB may ground every time she is launched or recovered or if slow shallow water work is being carried out.

**Accident**
This is defined as any accident or occurrence affecting the safety of a vessel including when a vessel:

Is in collision – Grounds - Is damaged – Malfunctions or breaks down (vessel is made inoperable); Suffers flooding - A defective hull/structural failure - Causes serious harm to the environment.

**Incident**
Means any incident on a vessel which affects or could affect the safety of other vessels which affects or is likely to affect:

The manoeuvrability or seaworthiness - propulsion system - steering gear - electrical generation system - navigation equipment - communications system.

**People**
**Accident-** Major and serious injuries are classified as follows:

Major: Any fracture, other than to the fingers, thumbs or toes - Any loss of a limb or part of a limb - Dislocation of the shoulder, hip, knee or spine - Loss of sight

Other injury: Leading to hypothermia or unconsciousness - Requiring resuscitation - Requiring admittance to hospital or similar for more than 24 hours.

Serious: A serious injury means any injury, other than a major injury, to a person which results in incapacity for more than three consecutive days excluding the day of the accident.

Other: Other injury, as per the “Serious Injury”, which results in incapacity for up to 3 days.

**Incident**
All injuries which do not lead to incapacitation, e.g. minor cuts and abrasions.

**Near misses (vessels and people)**
The idea of a near-miss report is to learn from hazardous situations and allow our Training Centre and its operating procedures to evolve and run a progressively safer system.

**Health and Safety Executive – shore side accidents and incidents – Riddor guidance**

**Deaths and injuries**
If someone died or injured because of a work-related accident this may have to be reported.

**Types of reportable injury**
Deaths Major injuries Over-seven-day injuries

**People not at work**
Where a member of the public or person who is not at work has died, or Injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital.

**Reportable major injuries are:**
fracture, other than to fingers, thumbs and toes;
amputation;
dislocation of the shoulder, hip, knee or spine;
loss of sight (temporary or permanent);
chemical or hot metal burn to the eye or any penetrating injury to the eye;
injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours;
any other injury leading to hypothermia, heat-induced illness or unconsciousness, or requiring resuscitation, or requiring admittance to hospital for more than 24 hours;
unconsciousness caused by asphyxia or exposure to a harmful substance or biological agent;
acute illness requiring medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin;
acute illness requiring medical treatment where there is reason to believe that this resulted from exposure to a biological agent or its toxins or infected material.

**Over-seven-day injuries**
You have to report injuries that lead to an employee or self-employed person being away from work, or unable to perform their normal work duties, for more than seven consecutive days as the result of an occupational accident or injury (not counting the day of the accident but including weekends and rest days). The report must be made within 15 days of the accident.

**Over-three-day injuries**
**You must still keep a record** of the accident if the worker has been incapacitated **for more than three consecutive days**. If you are an employer, who must keep an accident book under the Social Security (Claims and Payments) Regulations 1979, that record will be enough.

**Occupational diseases**
Employers and the self-employed must report listed occupational diseases when they receive a written diagnosis from a doctor that they or their employee is suffering from these conditions **and** the sufferer has been doing the work activities listed.

**Dangerous occurrences**
Dangerous occurrences are certain listed near-miss events. Not every near-miss event must be reported. Here is a list of those that are reportable:
collapse, overturning or failure of load-bearing parts of lifts and lifting equipment;

explosion, collapse or bursting of any closed vessel or associated pipe work;
plant or equipment coming into contact with overhead power lines;
electrical short circuit or overload causing fire or explosion;
malfunction of breathing apparatus while in use or during testing immediately before use;
collapse or partial collapse of a scaffold over five metres high, or erected near water where there could be a risk of drowning after a fall;
the fall of walls or buildings.

## Annex 31 Accident, incident and near-miss report form

| | | | |
|---|---|---|---|
| Date: | | Time: | |
| Vessel: | | Location: | |
| Skipper & Crew: | | | |
| Casualty/Vessels: | | | |
| Weather (wind, sea state, visibility, precipitation): | | | |
| Remarks: | | | |

| Time | What happened – who was involved - actions taken - lessons learned |
|---|---|
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| Subsequent actions taken by Principal/Chief Instructor to prevent repetition | |
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| | |
| | |
| | |

Photographic evidence is often useful – please take photographs if possible

## Annex 32 Documentation procedures

A change in the QSMS is identified through:

- Non – conformities
- Accidents and incidents
- Trends that seem to be occurring
- Near misses or hazardous occurences
- Weekly or periodic meetings
- Management review
- Masters and staff review
- Change in a Risk assessment
- Changes to law or best practice
- Any other internal or external influence that will affect the Company

A change must be reviewed and authorised by:
1) Directors
2) General manager
3) Plus the departmental manager/chief instructor/person who has direction over the change.

The Record of change will follow the process below:
1) A change will be made to the relevant part of the QSMS by the office/management.
2) The changed text is temporarily coloured for ease of understanding and reference.
3) There will also be a changed version number noted and the 'Record of Change' amended.
4) Persons whom this change will affect are resent a copy of the documentation to read.
5) Once read they will resend an email back to agree that they have read it.
6) Once all parties and staff have read the coloured change the change should be made white.
7) All hard copy documents will be reprinted with the change
8) Obsolete documents will be removed from the areas affected
9) Valid documents are available at all relevant locations
10) In all cases, the whole QSMS will be resent to staff (temporary and permanent) annually between December and January. Staff must note that they have read and understood it.

Evidence of record of change will be amended and kept up to date. This will be displayed at the start of the QSMS and will record changes for the last two years.

| Record of Change | | | | |
|---|---|---|---|---|
| Ref | Date coming into force | Colour/how/what | Apvd By | Notified to: |
| V 9/2017 | 27th January 2017 | All colours cleared except yellow | MA | All SeaRegs staff |
| V 9.2/2018 | 10th October 2017 | Updating policies | VJ | All SeaRegs staff |
| V 9.3/2019 | 20 June 2018 | Updating RA and classroom brief for new building | VJ | All SeaRegs staff |

## Annex 33 GDPR and duration of records kept

In complying with GDPR principles, we shall follow the following protocols:
Record keeping changes depending on the awarding oprganisation (AO) requirement. In general records will be kept of the following:

- Booking forms 1 year
- Students' certificates and correspondence/feedback. 1 year
- Instructor qualifications and competencies -
  whilst working for us, in date relevant certs
- Instructor training/evaluation/reviews -
  whilst working for us, then 2 years afterwards
- Accidents, incidents and near misses 5 years
- Non-Conformities and close outs 5 years
- Maintenance logs and service schedules for engines, vessels,
  and safety equipment 2 years
- Certification of vessels 6 years
- Confirmation 'sign-off' sheet to ensure instructors/staff have
  read this document. 2 years
- Electronic data is kept in secure cloud storage with a provider that
  conforms to the UK Data Protection Act.
- Records of which courses customers have attended, what date they
  have been completed, assessment results are kept indefinitely.
- Course related documentation (handouts and training literature) is kept centrally on secure online storage and can only be accessed by the Principal, Chief Instructor, and administration staff. This documentation is circulated to relevant parties as necessary and is copyright to SeaRegs.
- Company documentation e.g., accounts is kept on secure online
  storage and access is controlled by the Principal kept indefinitely
- When documentation is no longer kept, it is shredded.
- SeaRegs Training shares required information with external bodies as necessary, in strict adherence to policy guidelines set down with these governing bodies.

Additionally for SQA

The following records will be retained for SQA for at least six years:

- A list of candidates registered with SQA for each qualification offered in the centre.
- Details of candidate assessment including:
  the name of the assessor
  location
  date
  outcome
- Internal verification records.
- Certificates claimed.

Retention of candidate evidence (worksheets, assessments, practical and theory sign off sheets etc):

- Candidate evidence will be retained for three weeks after the end date notified to SQA or until after any scheduled EV visit has taken place.
- Following an appeal or a malpractice investigation all candidate records and candidate evidence will be retained for six years or, if a malpractice investigation has led to a criminal prosecution or civil case, for six years from the conclusion of that case.

For MCA courses

- For MCA audit purposes, records of certificates issued are securely maintained until the 70th birthday of the certificate holder or 5 years from the date of issue, whichever is the longer.
- Certificates shall detail:
  the relevant MCA Approval number for the course,
  a unique certificate number,
  the candidate name
  The candidate date of birth
  date the certificate was issued.
- This information is recorded to enable certificates to be verified as authentic if required or to enable the certificate to be re-issued.

**Certification and documentation kept on SeaRegs vessels**

Vessels will keep onboard up to date copies of:

- SCV Certificate.
- SCV2 Compliance document.
- SCV Disk.
- LSA Certificates.
- FFA Certificates.
- Gas Safety Certificates where necessary.
- Compass deviation Card
- Ofcom Radio licence
- Insurance
- SSR where applicable
- As the vessel is operating in local waters, CoC's and manning certification is kept in the office
  Note: Copies of the vessel certificates shall be held ashore

Plus the following documents and publications

- Safety and Environmental policy
- Operational Procedures relevant to the vessel
- Charts and Nautical publications
- Logbook (not on RIBS)
- Training Manual
- Instructions for equipment onboard
- Safety briefing checklist
- Vessel particulars sheet
- First Aid Manual
- Additional record requirements may be found in the operational procedures for the type of vessel.
- When underway a 'Crew list' with any medical or other issues noted and allowed for.

Course folders for shorebased courses shall include:

- A5 medical forms (where applicable)
- Course Register
- Booking Forms
- Assessment papers (where applicable)
- Feedback Forms
- Any additional resources as required for the course

Course folders for boat courses shall include:

- Vessel crew list
- A5 medical forms
- Feedback forms
- Accident Incident and Near Miss report forms
  Plus any additional resource required for the course
  Additionally for powerboats – the Powerboat logbook.

**Certification and documentation kept in Classrooms/Office/ROC**

Classrooms and Remote Operation Centre will display:

- Safety and Environmental Policy
- Safety brief (stuck to the desk)
- Fire plan (on wall)
- List of emergency contacts
- Instructor duties

The office will display:

- QSMS
- Operational Procedures
- Risk assessments
- Inclusive language guide
- Special Educational Needs Guide
- Safeguarding policy
- Local Notices to Mariners
- Rib Passage plans (when active)

The Notice board and hallway will display:

- Safety and Environmental Policy
- Quality Policy
- Valid insurance
- Relevant MAIB Reports
- Relevant MCA M Notices
- Relevant addresses for help and guidance to staff and trainees/apprentices
- Anything else that is deemed necessary by management to improve safety or quality

SeaCrew House:

- Fire plan
- House rules
- Kitchen rules
- Who to call in the event of emergency

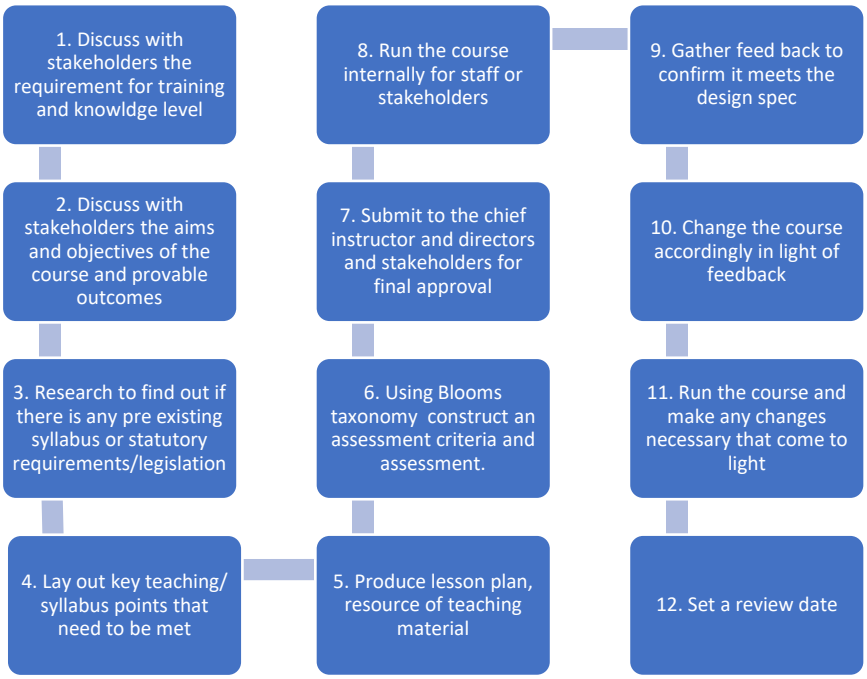
## Annex 34 Design and development of products and services procedure

When designing new courses and services SeaRegs will follow the Plan-Do-Check-Act procedure below to ensure they cover the necessary criteria to design and deliver a course to meet the requirements and key outcomes laid down by the client or organisation.

When designing a new course, the following overview should be addressed in the pre- planning stage.

- Does the person designing the course have the relevant experience in the subject area? If not within the company using outside consultation.
- Are there any additional requirements outside the design process below. E.G., final course approval by a NGB or AO.
- Do SeaRegs have the resources or will we need to outsource any part of the process.

**Planning and design process**




All courses are reviewed periodically, with new courses the review timescale will be shorter than pre-existing courses to make ensure the quality of the course and that the reasons for the course are still being met.

**Plan**

- Discuss with stakeholders what the requirements for the training are, including times scales and number of courses that are likely to be required, numbers on v=courses and entry and exit knowledge levels.
- Discuss and plan the with the stakeholders what the aims and objectives are and for the course and plan what ways the learning outcomes will be assessed to confirm these have been met.
- Research to find out if there is any pre-existing statutory requirements or legislation that needs to be met and if there is any existing course syllabus is that would be suitable to meet the learning outcomes.

**Do**

- From the learning outcomes, lay down the key objectives/teaching points and create a syllabus and time scale for how long the course will take to deliver.

- Produce a lesson plan with how the key teaching points will be delivered, create a slide deck and/or teaching material for the course such as handouts exercises and demonstration items or other teaching resource.
- Create an assessment covering the learning outcomes using Blooms taxonomy to achieve the correct level of knowledge, understanding or proficiency.
- Submit the syllabus, lesson plans, resource, assessment paper and slide deck to chief instructors and stakeholders for final approval to confirm the learning outcomes have been met.
- Run the first course internally or for select students of the stakeholders choosing to test the course lesson plans and teaching materials. This can highlight any areas that may need improving before the course is delivered to the wider audience.

**Check**

- Gather feedback from the course from all the participants and review the findings, this should feedback forms and comments as well as assessment results to see if the key outcomes had been met.

**Act**

- Using the feedback and other information gained from the review adjust the course as required to meet the criteria.
- Start to deliver the course as part of the company's portfolio of courses constantly monitor the feedback from every course and make adjustments, as necessary.
- Set a review date of the course syllabus and record any changes that arise as part of the review.

**Quality Controls**

Controls within the planning and development process are to ensure the company's quality of services are maintained. The process has three stages of quality control checks, first once the course has been designed it should be submitted to the chief instructors and stakeholders for approval. This stage is to make sure the key objectives have been met withing the teaching material.
The second stage is to run the first course internally for the company's staff and stakeholders this will allow the instructor delivering the course make sure the information can be delivered in the way it was planned, this will allow any changes to the delivery method to be adjusted before the course is released to the general curriculum.
The third stage is to gather feedback from the group being taught on the first course to see if the course meets the key objectives and was enjoyable. This will highlight any areas that could be more interactive, allied subjects that may need to be taught, or may need to be delivered in a different way.

## Annex 35 Non-conformity Report Forms

| NCR No: office to complete | Date: | Reported by: |
|---|---|---|
| Correct procedure/standard reference (QSMS Ref) | | |
| Required Condition: | | |
| Found condition: | | |

| **Classification of NC** | Major | Minor | Delete as required |
|---|---|---|---|
| **Action time** | Immediate | Within 3 Months | |

| **Trigger for NC being raised** | Normal working | Customer complaint | Audit internal external | Audit number/AO | |
|---|---|---|---|---|---|

Remedial actions:
**Initial Action**

Actioned by…….. To be completed by date……..

**Long Term Action**

Actioned by…….. To be completed by date……..

| Corrective action completed – Close out | | | |
|---|---|---|---|
| Information promulgated stopping reoccurrence (if applicable) | | | Date: |
| Closed out by: | | Date | |
| SeaRegs Director: | | Date | |

## Non-conformity form completion guide

This form is to be completed by the person triggering the non-conformity

| | |
|---|---|
| NCR No | Will be completed by the admin office |
| Date | Date of the actual NC |
| Reported by | Person filling out form |
| Correct procedure/standard reference (QSMS Ref) | The section number of the procedure in non conformance |
| Required condition: | Section of Paragraph of the affected section |
| Found condition: | Specifics of why it was not in compliance |
| Classification of NC | *Major non-conformities*<br>ISO defines this as: A failure to fulfil one or more requirements that raises doubt about the capability of the safe practices or affect personal safety. Major non-conformities are to be dealt with immediately.<br>ISM defines this as: an identifiable deviation that poses a serious threat to the safety of personnel or the ship or a serious risk to the environment that requires immediate corrective action or the lack of effective and systematic implementation of a requirement of this Code.<br><br>*Minor non-conformities*<br>ISO defines this as: A failure in a requirement of our practice, which does not impact on the capability to achieve the expected outcomes. Minor non-conformities may continue to happen but will be reviewed within 3 months of the date of the non-conformance report form being completed.<br>ISM defines this as: an observed situation where objective evidence indicates the non-fulfilment of a specified requirement. |
| Audit number/ or AO | Input if due to an audit (which AO) |
| Trigger for NC raised | During Normal work, Customer complaint, Audit – with Audit number |
| Remedial action<br>Initial<br>Long Term | Any remedial action, for user and office to complete<br>What is done to stop/solve the immediate problem<br>What is done to resolve the issue and implement change |
| Corrective action/Close-out | Any actions that are taken/used to prevent re occurrence.<br>NOTE: A NC that is not closed out in the timeframe immediately becomes a Major Non Conformity. |
| **All other info below Corrective action complete will be filled out by the admin office** | |

Once the form has been completed please hand it to the admin office.

**Corrective action procedure**

This shall be undertaken by or under supervision of Manager or DP

Once there has been a Non Conformity, a process starts.

This includes the following steps to be taken:

- Review and document the problem using the non-conformance report form.
- Contain or temporarily fix the problem. (If serious – this would be the first action before recording it)
- Investigate the cause of the problem: see 'Root cause analysis procedure below'.

Information that maybe required for an investigation into why a non - conformance occured.

- How did it happen.
- Why did it happen.
- Could it happen again?
- Propose an appropriate solution that will prevent the problem happening again.
- This will often mean a change to the process.
- Review the risk assessment
    1. This may involve a change of process
    2. Maybe a new or revised SOP/EOP?
    3. Staff informed of new process?
    4. Proof that staff have received information?
- You need to report on what actions were actually taken on NC (Initial actions).
- After an appropriate period of time, you will need to assess whether the actions taken were successful in preventing recurrence (secondary actions).
- Document the evidence to support your decision on the NC report.
- Once you are satisfied the problem is not recurring, you can close the issue.
- Close out – ensure the non-conformity report 'Close – Out' or 'Corrective Action' is completed. Failure to close out a Non-conformity is a Non conformity itself….

## Root Cause analysis procedure and guidance

When investigating a Non Conformity or Incident, it is imperative to try to establish the actual reason for the issue – alternatively known as the 'root cause'. Sometimes the issue will be straightforward, other times it will be deeper rooted.
EG. A weed is the unsightly thing that keeps rearing its head, but until you dig up the root, the problem will still persist. Root cause analysis is the process where we try to establish the root rather than simply dealing with the weed.

**Decisions and bias**

It is too easy for your decision to be swayed by your 'gut feeling' as this is often prejudiced. Your decisions and outcomes should be objective and not subjective evidence.
Subjective – based on experience, character and opinion
Objective – based on verifiable evidence

**Causal Factors**

Why something happened is often classified into one of three factors called Casual factors.
Physical – something broke (an engine part etc)
Human – somebody did something wrong or did not do something that was required
Organizational – system/process error, maybe there is no system in place or incorrect procedure used

**Root Cause Analysis**

- Define the Problem
    1. What do/did you see happening or what did happen?
    2. What are the specific symptoms?
- Collect Data
    1. What proof do you have that the problem exists?

2. How long has the problem existed?
3. What is the impact of the problem?

- Identify Possible Causal Factors
    1. What sequence of events leads to the problem?
    2. What conditions allow the problem to occur?
    3. What other problems surround the occurrence of the central problem?
- Identify the Root Cause(s)
    1. Why does the causal factor exist?
    2. What is the real reason the problem occurred?
- Recommend and Implement Solutions
    1. What can you do to prevent the problem from happening again?
    2. How will the solution be implemented?
    3. Who will be responsible for it?
    4. What are the risks of implementing the solution?

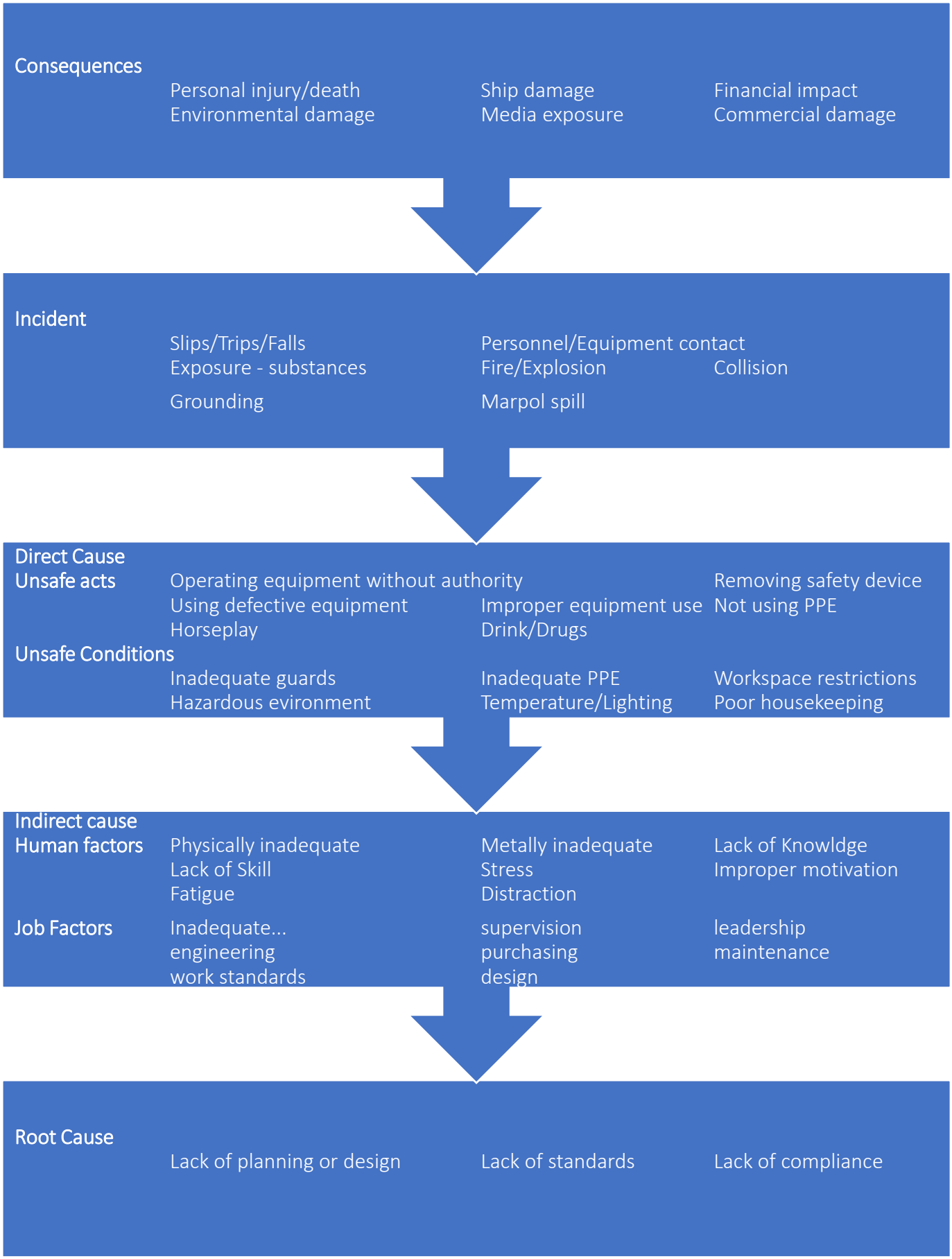
**The 'Five Whys'**

The most simplistic RCA process and is also known as the "Five-Whys" method; so called because the process involves asking "why" at least five times or until the question can no longer be answered. An example might be:

Incident: A crewmember suffered a hand injury while lifting a heavy piece of machinery with a chain block.

1. Why: The machinery swung suddenly and caught his hand.
2. Why: The ship took unanticipated roll and oiler could not prevent the machinery swinging.
3. Why: He was working alone.
4. Why: There had been no risk assessment or tool-box talk carried out prior to the work being undertaken.
5. Why: Procedures were well documented, but ignored.

Sequence of Root Cause analysis
- working back from the consequence -



# Annex 36 Course Feedback and Complaints Procedure

**Course feedback and complaints procedure**
Through continual discussion and debriefing we hope to work out any issues that a student may have before it becomes a problem. If the Instructor thinks there is a problem, he should contact the Chief Instructor for guidance.

Feedback is taken seriously and is looked upon positively as a way to improve. Feedback forms will be offered to students when they finish a course and reviewed afterwards. An online version of the form is available if required. Feedback forms will be kept on file for 12 months after the course.

**Complaints**
The Directors will make every effort to resolve any complaints as quickly as possible.

If the complaint requires investigating, the complainant should submit their complaint in writing. SeaRegs Training will acknowledge receipt of the complaint by return, or if this is not possible, at the earliest possible time informing them that SeaRegs Training will investigate the complaint and when they should expect to receive a response.

To investigate, the instructor and other course students will be contacted to get a balanced view. The response to the complainant will be polite and objective, offering any appropriate compensation if deemed necessary.

**Appeals SQA**
If a candidate wishes to make an appeal about a course assessment, the candidate's first point of contact is the Assessor. Full details of the appeal should be provided to the Assessor who will advise the candidate of the outcome within 10 working days.

If still unresolved, the candidate may take their appeal to the Internal Verifier (IV). The IV will review the details of the appeal provided by the candidate and assessor. The IV will endeavour to respond to the candidate within 10 working days. The IV will discuss the appeal with the assessor concerned and, if appropriate, with other instructors who have witnessed the assessment. Every effort will be made by the IV to resolve any appeals as quickly as possible.

The IV will then either inform the candidate that the assessment has been fairly and correctly carried out or arrange for another assessment to be carried out by a different assessor.

If the candidate is dissatisfied with the decision of the IV, the candidate may appeal in writing to the SeaRegs Training Directors within 10 days of receiving the decision.

The letter of appeal should contain full details of the assessment, when where, involving whom etc, the nature of the appeal, copies of any supporting documentation relating to the assessment outcome, action, plans, reports etc and copies of any previous correspondence regarding the appeal. The Directors will review the appeal and inform the candidate of their decision within 10 working days.

Should the candidate still be dissatisfied with the decision, the candidate may appeal in writing to the relevant external/awarding body within 10 days of receiving the decision.

If a Candidate still remains dissatisfied, he or she can escalate their appeal further to the relevant qualification regulator

**Apprenticeships**
The complaints procedure for apprentices is as outlined above. Funding for apprenticeships is provided through the Education Skills Funding Agency. In addition to following the above procedures, apprentices may contact the ESFA Apprenticeship Service Support on 08000 150 600 or email helpdesk@manage- apprenticeships.service.gov.uk

**Appeals Highfield**
Candidates have the right to appeal against the outcome of a complaint. Appeals must be received within 1 calendar month of a complainants final decision, and addressed to the SeaRegs Directors, SeaRegs Training Ltd, Turnchapel Wharf, Barton Road, Plymouth, PL9 9RQ. All appeals will be logged and reviewed by the SeaRegs Directors, who will make a judgement according to the grounds of the appeal. The appeal decision will be sent, in writing back to the person raising the appeal within 20 days.

Candidates may escalate their appeal to the Awarding Organisation - Highfield.

**Complaints for SQA Courses**
In line with the SeaRegs complaints policy SQA learners have additional options available to them. A candidate cannot complain about an assessment judgement, the SeaRegs appeals procedure should be used in this instance.

There are two stages of complaint,

Stage 1 – Informal Complaint – A candidate can complain to the organisation and in the first instance they should address their complaints to their course tutor. If they'd rather not do this, they must complain to the compliance and curriculum manager or directors. This could initially be a verbal communication but will need to be supported in writing.

Stage 2 – Formal complaint,

If the nature of the complaint is too serious for the candidate to speak to the centre, or they feel that they are unable to speak directly to the centre, then they have the option to complain without actually communicating with a member of the SeaRegs team. The complaint should be addressed to admin@searegs.co.uk or SQA Co-ordinator, SeaRegs Training, Turnchapel Wharf, Barton Road, Plymouth PL9 9RQ.

Complaints must be sent to the centre within 10 working days. When the complaint has been received, it will be acknowledged and an investigation launched and a formal reply will be sent to the complainant within 10 days.

When a complaint is received it will be reviewed by the Compliance and Curriculum Manager, Chief Instructor and the Directors / SQA Co-ordinator.

Candidates have the right to appeal against the outcome of a complaint. Appeals must be received within 1 calendar month of a complainants final decision, and addressed to the SQA co-ordinator (address above). All appeals will be logged and reviewed by the SeaRegs Directors, who will make a judgement according to the grounds of the appeal. The appeal decision will be sent, in writing back to the person raising the appeal within 20 days.

Candidates can also appeal about assessment decisions. In the first instance, the candidate should speak to their tutor, as the feedback may need to be explained to them in more detail. If following this meeting, the candidate is still not satisfied, then they can write to the SQA Co-ordinator, within

10 days of the assessment marking date. The assessment decision will then be reviewed by the IQA and a decision will be made on the assessment decision.

Candidates can complain to the SQA directly, the parameter of what the SQA will or will not accept are detailed below, along with their contact address.

SQA will deal with complaints about:

- assessment — in the broadest sense, including the conduct of, preparation for, and environment for, assessment
- dissatisfaction with the way in which the centre handled the complaint

SQA will not deal with complaints about:

- assessment decisions (use assessment appeals process above)
- the wider experience of being a candidate (e.g. support services, funding, facilities)

SQA Complaints Address

SQA
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Candidates also have the right to complain to Ofqual. Although Ofqual do not have the right to overturn an academic decision they can investigate the assessment process (including assessment setting, marking, internal quality assurance and external quality assurance) and management of the centre and the centres procedures. The address for Ofqual is below and should only be used once the process above has been followed and the candidate still feels they have grounds for appeal.

Complaints
Ofqual
Earlsdon Park
53-55 Butts Road
Coventry
CV1 3BH

# Annex 37 Feedback form

**Customer feedback** – PLEASE HAND THIS TO RECEPTION

To help us improve our service, please fill in our course evaluation.

If you score us a 3 or less, please leave a comment to help us improve.

**If you would prefer to complete this online, please use this QR Code ➔**

SCAN ME

SeaRegs Training

| | | | |
|---|---|---|---|
| Date | | Course | |
| Your name | | Instructor | |

Was your course booked by your company? (tick if yes) ☐

**Pre-course:** Excellent … Poor

| | 5 | 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|---|---|
| Website info | | | | | | |
| Office communication | | | | | | |
| Joining instructions | | | | | | |

Comments:

**Your instructor:** Excellent … Poor

| | 5 | 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|---|---|
| Training style | | | | | | |
| Approachable | | | | | | |
| Knowledge | | | | | | |

Comments:

For longer courses – were you kept informed on your progress? ☐

**Resources:** Excellent … Poor

| | 5 | 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|---|---|
| Building Facilities | | | | | | |
| Teaching Aids | | | | | | |
| Classroom (if applicable)<br>Vessel (if applicable) | | | | | | |

Comments:

**Overall comments and course suitability**

**How did you find us?** Eg: Internet search, recommendation, work sent me or been before.

**Would you be interested in any further courses, if so which ones?**

Feedback version 5 – 22/12/20. Scheduled review 07/12/18 www.searegs.co.uk ©SeaRegs Training

# Annex 38 Supplementary requirements for SQA and Highfield Courses

**Staff Integrity**

For staff involved in SQA delivery, assessing and internal verification must ensure that they do not have a personal interest in the outcome of an assessment. If they do, this must be reported to the SQA co-ordinator as soon as possible. This declaration must be made to the SQA co-ordinator by any means possible. This initial contact must be followed up with a face-to-face meeting to agree an action plan to ensure that there is not a compromise with the assessment decision.

Staff should make a declaration to the SQA Co-Ordinator if they are related to or have a personal relationship with a candidate, and are currently deployed to:

- Set assessments which this candidate will undertake.
- Make assessment judgements on this candidate's evidence.
- Internally verify assessment decisions on this candidate's work.
- Invigilate an assessment which this candidate is sitting.

**SQA Internal verification and sampling**

When conducting internal verification for an assessment a minimum of 10% or five learners' work, whichever is the larger, will be selected as the sample size. However, for a new qualification at the centre a higher level of sampling will be conducted to ensure the assessor is demonstrating good practice with the assessment decisions.

The internal verifier will sample assessments from every candidate group and verify assessments by every assessor. The pro-forma used for internal verification are located in the SQA folder.

To ensure that all Internal Verification is completed to the highest of standards, every course is internally verified, following the guidelines for numbers of candidates sampled above.

**Internal Verification process**

The Internal Quality Assurance (IQA) process is a link between the assessors and the IQA. It starts prior to the assessment and continues to the end of each assessment. There should be open dialogue between the candidates, assessor, and the internal verifier.

The IQA process is split up into 3 sections, detailed below.

**Pre-delivery — understanding standards**

The assessor will use the qualification standards to plan and create the course, this will include the assessments. The assessor can use any assessment method they feel is appropriate to ensure that standards are assessed thoroughly, fairly, and appropriately. The assessors are encouraged to liaise with the IQA in the process of planning assessments. This lets the IQA see the assessment development process and suggest any amendments prior to the assessment being completed.

All assessments will be IQA'd before they are used and copies of the assessment and IQA paperwork will be kept in the SQA folder.

**Support and Sampling During Delivery**

The IQA will support the assessors and students during the course and could sample some of the students work, to ensure that the standards are being met but also to support the candidates and the assessor in the assessment and learning process.

**Post-delivery reflection and review**
Assessors are responsible for marking the assessments, ensuring that they annotate the assessments and provide clear and concise developmental feedback. Assessment front sheets should be fully completed including the assessment grade and feedback to the candidate.

The IQA will sample all assessments and Reas per the guidelines above. The IQA will feedback to assessors individually and in the during our regular assessors meetings any common areas of feedback will be highlighted. This process is open for two-way feedback between assessors and IVs.

All IQA assessments are kept in the SQA folder with the IQA form attached to the assessment with any appropriate feedback to the assessor.

**SQA Assessment Equal Access Policy**
SQA assessments are run in line with SQA assessment requirements and standards. All assessments are designed to be challenging but fair to the participant and, in the event that a student, for whatever reason, is not happy with the format of the assessment, they can discuss the assessment with the tutor and another format can be agreed and undertaken. All students will have equal access to assessments and there will be no barriers to this process. All assessment changes will be discussed with the IQA prior to final agreement.

**Assessment Malpractice Policy**

Malpractice means any act, default, or practice (whether deliberate or resulting from neglect or default) which is a breach of SQA assessment requirements including any act, default, or practice which:

compromises, attempts to compromise, or may compromise the process of assessment, the integrity of any SQA qualification, or the validity of a result or certificate; and/or damages the authority, reputation, or credibility of SQA or any officer, employee, or agent of SQA.

**How to suspect malpractice**
Malpractice could be suspected by anyone within the centre. The only way that malpractice will be reported is if there is an open policy to reporting and honesty within the candidate and staff teams. Candidates can suspect whether malpractice has taken place, if the actions of the assessor contravene any stated outcomes of their course or from undue pressure from the assessor or other centre staff.

Staff can report malpractice if they feel that they have been forced into a situation to break SQA guidelines or practices. This could be by other centre staff or candidates. If staff feel that they have seen or experienced malpractice within the centre they must report this, using the channels highlighted below.

**How we will investigate malpractice**
Malpractice will be initially investigated by the Office Manager. If the Office Manager has an involvement in the investigation, then the Director / Principal will conduct the investigation.

The investigation will be conducted at the earliest opportunity to ensure that access to all evidence and personal is possible and to aid finding out exactly what happened.

The investigation will involve reviewing tangible evidence (candidate or staff work), interviewing staff, candidates or relevant third parties. These interviews will be recorded and used to inform the final report which will then be forwarded to the Director / Principal for a final decision and further action. The reporting of this evidence will be a priority for the investigation officer and the report should be investigated, written, and completed within 14 working days of the start of the investigation.

**How we will communicate the outcome of the investigation to candidate or staff member, or staff involved**

Investigations will be communicated to staff or candidates following the completion of the report. The Director / Principal / SQA co-ordinator will communicate the outcomes of any investigations to the candidates and staff, as required. This will be completed in a meeting situation but notice of the meeting will be in writing with the outcome of the investigation clearly stated. The meeting will be held within 7 working days of the letter being sent to the candidate or staff member. This ensures that the information is fresh in people's minds and that the malpractice can be dealt with in a timely way.

**The actions that will be taken and who is responsible for completing this including reporting any suspicions to the SQA.**

The Director/Principal will need to make a decision as to whether the malpractice can be dealt with internally, or whether it needs to be reported to the SQA,

Or, for a criminal act, the Police.

SQA expects centres to bring candidate malpractice concerns for internal assessments to our attention only if:

- The concern came to the centre's attention after submission of internal assessment marks.
- The concern relates to candidate malpractice for a qualification regulated by SQA Accreditation, Ofqual or Qualifications Wales.
- Any candidate affected by a centre's candidate malpractice decision, who having exhausted their right of appeal within the centre, wishes to exercise their right of appeal to SQA; or
- There are other exceptional circumstances, e.g., the centre believes that the malpractice case involves a criminal act.

**Actions and sanctions if malpractice is proven.**

The actions and results of a malpractice will be written on a letter to the candidate or staff member and evidence supplied in the report.

If a candidate has been found guilty of a malpractice, then the Director / Principal will decide the what the level of sanction to issue, in the case of a student case of malpractice. Some examples of outcomes are:

- Resit the assessment.
- Resit the module.
- No grade given for the assessment or module.
- Student excluded from the course.

If malpractice is proven for a staff member, then the Director / Principal will take the appropriate action using the SeaRegs disciplinary policy.

In either case, the Director / SQA Coordinator will decide, using this guidance whether the malpractice should be reported to the SQA.

**How a candidate or staff member can appeal against the outcome of a malpractice investigation.**

Following the report and malpractice decision, candidates and staff have the right to appeal. Appeals must be in writing and sent to the Director / SQA co-ordinator and received within seven working days of the appeal meeting. Any appeals that arrive after the seven days will not be heard.

**Our record keeping responsibilities.**
SeaRegs will keep all records of investigations for 6 years. After this date, all records will be permanently destroyed. The records will be kept in a secure location, with the Director / SQA coordinator being the only person with access.

Examples of malpractice which may lead to an investigation.

**Candidate Malpractice**

- Collusion with others when an assessment must be completed by individual candidates. Copying from another candidate (including using ICT to do so) and/or working collaboratively with other candidates on an individual task.
- Misconduct — inappropriate behaviour in an assessment room that is disruptive and/or disrespectful to others. This includes talking, shouting and/or aggressive behaviour or language, and having a prohibited electronic device that emits any kind of sound in the assessment room.
- Frivolous content — producing content that is unrelated to the assessment.
- Offensive content — content in assessment materials that includes vulgarity and swearing that is out with the context of the assessment, or any material that is discriminatory in nature (including discrimination in relation to the protected characteristics identified in the Equality Act 2010). This should not be read as inhibiting candidates' rights to freedom of expression. Personation — assuming the identity of another candidate or a candidate having someone assume their identity during an assessment.
- Plagiarism — failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own.
- Prohibited items.

**Staff / Centre Malpractice**

- Managers or others exerting undue pressure on staff to pass candidates who have not met the requirements for an award.
- Deliberate falsification of records in order to claim certificates.
- excessive direction from assessors to candidates on how to meet national standards.
- Failure to assess internally assessed unit or course assessment work fairly, consistently and in line with national standards.
- Failure to apply specified SQA assessment conditions in assessments, such as limits on resources or time available to candidates to complete their assessments.
- misuse of assessments, including repeated re-assessment contrary to requirements, or inappropriate adjustments to assessment decisions.

**Highfield Malpractice Policy**

**Maladministration Policy (Highfield)**

***Definition of Maladministration***

Maladministration is any activity or practice which results in non-compliance with administration regulations and requirements and included the application of persistent mistakes or poor administration within a Centre (for example inappropriate learner records)

**Examples of maladministration**

The categories listed below are examples of Centre and Learner maladministration. Please note these examples are not exhaustive and are only intended as guidance on our definition of malpractice:

- Persistent failure to adhere to Highfield learner registration and certification procedures.
- Failure to adhere to Highfield and regulated policies, procedures, and practices.

- Persistent failure to adhere to Highfield Centre Agreement and/or qualification requirements and/or associated actions assigned to the Centre.
- Failure to adhere to Highfield financial payment terms and/or plans (both infrequent and persistent).
- Late learner registration (both infrequent and persistent)
- Unreasonable delays in responding to requests and/or communications from Highfield.
- Inaccurate claim for certificates.
- Failure to maintain appropriate auditable records, for example certification claims and/or forgery of evidence.
- Withholding of information, by deliberate act or omission, from Highfield which is required to assure Highfield of the Centre's ability to deliver qualifications appropriately.
- Misuse of the Highfield logo and trademarks or misrepresentation of a Centre's relationship with Highfield and/or its recognition and approval status with Highfield.
- Failure to adhere to, or to circumvent, the requirements of Highfield's Reasonable Adjustments and Special Considerations Policy.