



SUPERYACHT CREW ACADEMY

MARF046 Survive at sea in the event of vessel abandonment and personal survival techniques (PST)

Instructions: The assessor must observe the candidate performing the following tasks, each based on a performance evidence (PE) requirement. Sub-tasks are mapped to performance criteria (PC) to ensure comprehensive coverage. For each sub-task, answer with a tick in the appropriate box (Yes/No) if they have shown satisfactory competency.

Task	PC	Task Description - PE & PC	Yes	No
1		<i>(PE2): Determining the type and extent of the emergency -</i> Student to simulate finding leak on vessel and raising the alarm giving full information on where the leak is, severity, and location.	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.1)	Emergency situation is correctly recognised	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.3)	Prompt, accurate and clear information is given on raising alarm	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task	PC	Task Description - PE & PC	Yes	No
2		<i>(PE3): Donning a life jacket -</i> Student to don life jacket correctly after demonstration from instructor. They must check fellow crew members after donning their own. Instructor to check if it's secured and donned correctly.	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.3)	Lifesaving equipment is correctly donned and used according to manufacturer instructions	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task	PC	Task Description - PE & PC	Yes	No
3		<i>(PE4): Donning and using an immersion suit - Student to don immersion suit correctly after demonstration from instructor. They must enter the water from a platform and swim to edge of pool and make a group huddle in a straight line and also in a circle for both methods assessed.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.3)	Lifesaving equipment is correctly donned and used according to manufacturer instructions	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task	PC	Task Description - PE & PC	Yes	No
4		<i>(PE6): Freeing a survival craft of obstructions - Student must demonstrate getting life raft away from obstructions from the edge of pool and releasing painter line so the life raft can move freely.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.2)	Survival craft or rescue boat is cleared of the vessel and operated according to organisational procedures and manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task	PC	Task Description - PE & PC	Yes	No
5		<i>(PE8): Keeping afloat without a life jacket - Student must float freely for 10 minutes unassisted, they can not touch edge of pool or use any floating devices. Instructor to use timer and monitor each student.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.3)	Lifesaving equipment is correctly donned and used according to manufacturer instructions	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
6		<i>(PE5): Ensuring initial actions after leaving ship/minimise threats to survival - Students to demonstrate assisting simulated passengers in the water and demonstrate they can organise a huddle between themselves, sound off with assigned muster numbers to ensure no one is missing. The student must demonstrate the HELP position to retain heat.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.4)	Instructions are provided to crew and passengers to maximise chances of survival	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
7		<i>(PE1: Boarding a survival craft from the water strip while wearing a life jacket; PE20: Taking initial actions on boarding survival craft) - Student must enter the life raft whilst wearing a life jacket, they must help other crew and passengers enter the life raft whilst at the boarding station. They must perform the role of group leader and give clear instructions when entering the raft. Student must push away from edge of pool and let go of painter so they can clear away.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.1)	Orders are given to survivors to board the survival craft or rescue boat using appropriate means	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.2)	Survival craft or rescue boat is cleared of the vessel and operated according to organisational procedures and manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
8		<i>(PE18): Streaming a drogue or sea anchor - Student must show competence in streaming the sea anchor once in the life raft and show correct usage.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.3)	Sea anchors and drogues are used to assist in remaining within the vicinity of the abandoned vessel and to minimise the effects of adverse weather and sea conditions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
9		<i>(PE9): Launching survival craft - Student must show they can launch life raft by throwing it into pool safely with a partner all students to go through this process. Only 1 student will pull the painter and inflate the life raft as per the life raft instructions under the supervision of the instructor ensuring area is cleared when inflating life raft.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.2)	Survival craft or rescue boat is cleared of the vessel and operated according to organisational procedures and manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
10		<i>(PE15 Righting an inverted life raft; PE16 Righting an inverted life raft while wearing a life jacket) - Student must show competence in inverting the life raft over in the pool without a life jacket and also whilst wearing a life jacket. They must put feet either side of tank and use ladder to slowly climb up and flip over.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.2)	Survival craft or rescue boat is cleared of the vessel and operated according to organisational procedures and manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
11		<i>(PE17): Safely jumping from a height into water - Students to demonstrate abandoning ship and jumping off 1m & 3m platform into the pool. They must give hand signal when popping up from the water to let the instructor know they are safe.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.1)	Emergency situation is correctly recognised.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
12		<i>(PE19): Swimming while wearing a life jacket - Student to do 3 laps of pool while wearing life jacket ensuring it stays tight and on correctly.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.3)	Lifesaving equipment is correctly donned and used according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
13		<i>(PE7): Identifying hypothermia and providing appropriate treatment - Student to identify one of the crew has hyperthermia and to give them the thermal blanket provided in the life raft kit and follow packet instructions.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.4)	Instructions are provided to crew and passengers to maximise chances of survival	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
14		<i>(PE13): Operating survival craft equipment - Student to go over life raft components provided in the kit and have group discussion with instructor on each bit of equipment whilst they are in the life raft, they must also close the exposure cover to simulate being enclosed in the life raft and protecting them from the elements. Student to simulate life jacket and immersion suit location on the vessel and access it easily ready to don for emergency.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.2)	Survival equipment is checked and operated according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.4)	Exposure cover is deployed on an open lifeboat according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.1)	Location and accessibility of all lifesaving and survival equipment is established.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
15		<i>(PE11): Operating personal lifesaving appliances - Student is instructed to locate the immersion suit and lifejacket from the designated storage area. They must check each item for serviceability (e.g. inflation tube, zippers, light/battery, whistle) in accordance with manufacturer instructions. The student then correctly dons both the immersion suit and lifejacket, securing all fastenings and adjusting for proper fit. Student must demonstrate knowledge of when and how to operate the equipment, simulate inflation if applicable, and explain actions aloud to the assessor.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.2)	Survival equipment is checked and operated according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.3)	Lifesaving equipment is correctly donned and used according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
16		<i>(PE10): Operating location devices including radio equipment - Student is to locate the EPIRB and SART onboard and demonstrate correct procedure for activation of both devices, following manufacturer instructions. They must check each device for serviceability (e.g. battery status, casing, expiry dates, mounting bracket), simulate activating the distress signal, and explain when and how these devices are used during an emergency. Student must also explain how to stow the equipment in a life raft and what each device's signal is used for during a search and rescue operation.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.5)	Emergency position indicating radio beacon (EPIRB) and search and rescue transponders (SARTs) are operated to transmit distress signal	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.2)	Survival equipment is checked and operated according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
17		<i>(PE12): Operating radio equipment - Student is to use the VHF radio to simulate sending a distress (Mayday) call on Channel 16. They must follow the standard distress call format. Student must also check the radio for serviceability before use and explain how to maintain battery charge or emergency backup power source.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.6)	Distress calls are made using radio equipment on distress call frequency to communicate nature of emergency	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 3.2)	Survival equipment is checked and operated according to manufacturer instructions.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
18		<i>(PE14): Recognising and interpreting muster signals, and taking actions that is appropriate to emergency and complies with established procedures - Student is to identify the muster signal and the abandon ship signal and muster accordingly, then abandon ship upon abandon ship signal.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.2)	Muster and abandon vessel signals are activated according to organisational procedures.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
19		<i>(PE21): Timing and sequencing individual actions so they are appropriate to prevailing circumstance and conditions, and minimise potential dangers and threats to survival; (PE22) using appropriate method to board survival craft that avoids dangers to other survivors - Students must simulate helping guests into life raft after abandon ship signal has been given, they must give clear loud instructions and ensure it is safe to enter the raft and help crew members in safely and efficiently to increase chances of survival.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 2.1)	Orders are given to survivors to board the survival craft or rescue boat using appropriate means.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Task No	PC	Task Description - PE & PC	Yes	No
20		<i>(PE20): Muster and abandon possible signals activated according to procedures - Student must simulate the activation of muster and abandon vessel signals after a simulated emergency has occurred. They must first sound the general emergency alarm (seven short blasts followed by one long blast) and broadcast a clear, loud message instructing personnel to muster at their designated stations. Once the decision to abandon the vessel is made, they must activate the abandon ship signal and give the verbal command to abandon the vessel</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	(PC 1.2)	Muster and abandon vessel signals are activated according to organisational procedures.	<input type="checkbox"/> Y	<input type="checkbox"/> N

Student name

Student signature

Date

Assessor name

Assessor signature

Date
