**Evaluation form for PEC test**

In the choice of "no knowledge" or "not applicable", a statement must be written in the comments box

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| **Before the test starts** | | | | | | |
|  | **Checkpoints** | **YES** | | **NO** | | **Comments** |
|  | Check the ID of the candidate |  | |  | |  |
|  | Clarify with the captain that all communication on the bridge during the test must be in English or Scandinavian |  | |  | |  |
|  | Explain the test area according to the map in SSN/Njord and areas in which the candidate will undertake theoretical and practical examination |  | |  | |  |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | **Comments** |
|  | Review of passage plan |  |  |  |  |  |
|  | The candidate understands and can communicate in English |  |  |  |  |  |

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| **Regulations** | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not Applicable | **Comments** |
|  | Be able to explain the duty-free periods for use of PEC |  |  |  |  |  |  |
|  | Be able to explain when PEC can be used by mate and captain |  |  |  |  |  |  |
|  | Be able to explain local limitations for the use of PEC in the actual test area |  |  |  |  |  |  |
|  | Be able to explain the limitations and guidelines given in the maritime traffic regulations for the VTS area |  |  |  |  |  |  |
|  | Be able to explain what kind of cargo PEC can be used for when carrying dangerous or polluted cargo in bulk (MARPOL annex I & II) |  |  |  |  |  |  |
|  | Be able to explain when PEC can NOT be used when carrying dangerous or polluted cargo in bulk |  |  |  |  |  |  |

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| **Use of ECDIS** | | | | | | | |
| *The candidate is allowed to use the ECDIS to control position when needed, in consultation with pilot.* | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not applicable | **Comments** |
|  | Be able to complete a safe voyage without continuously observing the voyage on ECDIS |  |  |  |  |  |  |
|  |  | **YES** | | **NO** | | **Comments** | |
|  | The candidate is positioned so it is not possible to continuously observe the voyage on ECDIS |  | |  | |  | |
|  | ECDIS is used as map and the route is not displayed |  | |  | |  | |
|  | The brightness on ECDIS display is adjusted to a minimum |  | |  | |  | |
|  | ECDIS is covered |  | |  | |  | |
|  | The Captain requires that the candidate should be able to observe his voyage on ECDIS continuously throughout the voyage. The ability to evaluate optical navigation cannot be completed |  | |  | |  | |

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| **Coastal navigation** | | | | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not Applicable | **Comments** |
|  | Correctly positioned in the fairway |  |  |  |  |  |  |
|  | Could explain which references should be used when altering course |  |  |  |  |  |  |
|  | Be able to explain how lightsectors can be used to obtain a safe voyage |  |  |  |  |  |  |
|  | Be able to locate important aids to navigation (beacons and markers) optically by using characteristics and then display them in Chart |  |  |  |  |  |  |
|  | Be able to identify the hazard the cardinal buoys represent |  |  |  |  |  |  |
|  | Be able to identify depths which may influence safe voyage |  |  |  |  |  |  | |
|  | Be able to identify RACON close to the fairway which may influence safe voyage |  |  |  |  |  |  | |
|  | Be able to identify areas with crossing traffic, typically ferries |  |  |  |  |  |  | |
|  | Be able to explain current conditions of significance for safe navigation and maneuvering |  |  |  |  |  |  | |
| **Coastal navigation** | | | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not Applicable | **Comments** | |
|  | Be able to demonstrate good knowledge of practical use of radar and be able to locate visual marks and determine position by using radar |  |  |  |  |  |  | |
|  | Be able to locate actual anchorages in the fairway |  |  |  |  |  |  | |
|  | Maneuvering to / from quay |  |  |  |  |  |  | |
|  | Use of tug boat |  |  |  |  |  |  | |

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| **Adjacent fairways** | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not Applicable | **Comments** |
|  | The candidate can theoretically explain the necessary knowledge of adjacent fairway as stated in the application and not covered by the test |  |  |  |  |  |  |

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| **Debrief** | | **Comments** |
|  | Candidate's own assessment of the exam |  |
|  | The pilot gives the candidate an oral assessment after the exam |  |
|  | The pilot informs about the further proceedings |  |

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| **Svalbard only** | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not Applicable | **Comments** |
|  | Maps in Svalbard: Lack of soundings, reduced coverage. Know how to best compensate for these navigational hazards |  |  |  |  |  |  |
|  | Ice: Know how to conduct voyages in the icy conditions presented by the Svalbard region. How to get updated Ice-warnings, and make best use of the information such warning contains |  |  |  |  |  |  |
|  | Know about the nature reserves and cultural remains around Svalbard. How to aquire relevant information about them. Where to apply for permits if one wants to visit them |  |  |  |  |  |  |
|  | Know about the cultural remains around Svalbard and regulations in force to preserve them for the future |  |  |  |  |  |  |
|  | Know the reporting procedure for voyages and passing within the boundaries of compulsory pilotage around Svalbard |  |  |  |  |  |  |
| **Svalbard only** | | | | | | | |
|  | **Checkpoints** | No knowledge | Weak | OK | Good | Not Applicable | **Comments** |
|  | The Governor of Svalbards office: Know about the office’s jurisdiction an know in what situations a vessel will need to contact the office for permissions, reporting of positions, distress, landfalls and other relevant situations |  |  |  |  |  |  |
|  | Resources for rescue and environmental aid i Svalbard: What resources are available. How to report distress / pollution incidents in Svalbard |  |  |  |  |  |  |

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| **Comments to SLVTS** |
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| **Pilot’s recommodations** | | |
|  | Vurdering av den gjennomførte seilasen |  |
|  | Anbefaling fra losen ( ja / nei ) |  |