

Participant Details:

Name: _____

Company: _____

Course Date: _____



AMOSC PRE-COURSE LEARNING
PARTICIPANT | MANAGEMENT

ASSESSMENT OF KNOWLEDGE



1 AMOSC TRAINING & ASSESSMENT

1.1 Competency based training and assessment

AMOSC provides competency-based training (CBT) and assessment in International Maritime Organisation (IMO Equivalent) accredited courses.

The training philosophy held by AMOSC is that students learn best by *doing* and gaining practical experience where possible. Our training practices reflect and incorporate experiences and learning from participants, trainers and assessors, as well as providing a working environment that students can expect within a response during an industry marine oil spill.

AMOSC training is provided through a variety of delivery methods including;

Reading materials, classroom presentations, discussions, group activities, case studies, facilitated table top scenarios and workshops. Additionally, field based preparation and deployment of oil spill response equipment is performed as part of AMOSC training. This field-based training will primarily be undertaken in an outdoor environment (Shoreline/Marine Wharf/Jetty) and involve a Job Safety Analysis (JSA) being performed to manage hazards, including Manual Handling.

Participants are assessed against a competency standard and criteria related to the relevant AMOSC course. Competency is assessed by comparing the prescribed course curriculum with the participant's ability to apply their skills and knowledge through a range of routine and non-routine classroom and field based situations.

The assessment processes used by AMOSC include the collection of a broad range of evidence for the assessor to base their decision on. Assessment tasks may require participants to:

- a) Respond to oral questioning;
- b) Complete written responses to questions in the Workbook (Underpinning Knowledge Assessments)
- c) Prepare and deliver a presentation (briefing)
- d) Be observed using their skills and knowledge in the classroom and during field deployments and/or the warehouse.

Please be aware that AMOSC's field deployments are of a physical nature and involve a low to moderate level of physical exertion.

1.2 Inter-personal Skills Assessment

Inter-personal skills are generic skills that are gained throughout work and life experiences. A participant must demonstrate they have these skills and can perform at a certain level as outlined in the course competency standards. The four (4) inter-personal skills are:

- a) Leadership
- b) Teamwork
- c) Communication
- d) Attitude and Motivation

1.3 Ensuring Competency

AMOSC ensures that only participants who hold the requisite skills and knowledge are marked as Competent. AMOSC does this by:

- a) Ensuring that its assessment processes meet the requirements of the International Maritime Organisation (IMO Equivalent) accredited course,
- b) Ensuring its assessment processes are valid, fair, flexible, and reliable,
- c) Ensuring assessment processes are carried out in a way that is consistent with the Course Director's Manual,
- d) Providing comprehensive assessment tools and clear information to trainers and assessors,
- e) Ensuring its assessment processes effectively cover all dimensions of competency as outlined in the competency standards and assessment guidelines of each course,
- f) Continually reviewing and improving assessment processes, tools and records,
- g) Having a planned schedule of moderation and validation activities that ensures all units are moderated and validated at least annually, and
- h) Ensuring that assessors follow the rules of assessment and sight current, sufficient, authentic and valid evidence when forming their assessment decision.

2 TRAINING SUPPORT SERVICES

AMOSC is committed to ensuring that all course participants receive adequate learning support to ensure their full potential is reached. Therefore, AMOSC ensures that course participants are provided with the opportunity to emphasise learning and support requirements prior to entry and upon commencement of an AMOSC course.

Should you have specific learning and support requirements, please endeavour to notify AMOSC prior to the commencement of the course. This will enable us to work together with you and arrange any necessary services to facilitate your learning.

3 AMOSC POLICIES

Please visit the following link to access AMOSC's Policies in relation to training and assessment delivery:

<http://amosc.com.au/Policies/>

- Training Policy
- Assessment Policy
- Participant Support Policy
- Complaints and Appeals Policy
- Customer Service, Equity, Access and Anti-Discrimination Policy
- Recognition of Prior Learning (RPL) and Credit Transfer Policy

4 ASSESSMENT PLANNING

The following documentation forms the pathway for a participant to achieve competence on your AMOSC course. The documents are;

- Participants Workbook (Underpinning Knowledge)
- Record of Observation (Key Performance Criteria relevant to the learning outcomes)

Your performance is being assessed against the learning outcomes of your course. You will be given regular feedback from your assessor and should there be any reason for you to receive extra tuition, this will be provided to you.

Throughout the course you are required to complete underpinning knowledge assessments that will form part of your evidence in achieving the learning outcomes. Exercises will be supplied by the module facilitator and collected by your assessor. In general these exercises involve formative assessment.

4.1 Participants Workbook

This is an important document that maps your understanding and evidence gathered from module to module. You are required to complete the Participant Workbook and submit this daily to your assessor for their review and feedback. On completion of the course, AMOSC will scan these workbooks into your file and then if desired, forward these to you for your future reference.

4.2 Record of Observation

The Record of Observation is held by your assessor and includes a list of Key Performance Criteria that need to be met to demonstrate competence and achieve learning outcomes. It forms a guide for both the assessor and yourself, aiding in achieving the standards required to gain competence. Competence can be achieved through demonstrated skills that clearly meet the learning outcome; your assessor will be able to guide you in this outcomes-based course.

5 ASSESSMENT AGREEMENT

Please complete this form and bring it with you to your AMOSC training course.

Participant Details			
First Names		Last Name	
Company		Position	

Assessor Details (to be completed by the AMOSC Assessor)			
First Names		Last Name	
Company		Position	

AMOSC Training - Declarations	Participant (Tick Only)	Assessor (Tick Only)
I am physically fit and able to partake in all elements of assessment.	<input type="checkbox"/>	<input type="checkbox"/>
I have read the details above of the AMOSC Competence Based Training and Assessment System	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the level of support available to me in demonstrating my competence.	<input type="checkbox"/>	<input type="checkbox"/>
I will make my assessor aware of any requirements I have in relation to my learning and demonstration of competence.	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the various policies in place within AMOSC in relation to; <ul style="list-style-type: none"> • Training • Assessment • Participant Support Policy • Complaints and Appeals • Customer Service, Equity, Access and Anti-Discrimination • Recognition of Prior Learning (RPL) and Credit Transfer 	<input type="checkbox"/>	<input type="checkbox"/>
I have been made aware of the methods of assessment and I am happy to undertake the assessment.	<input type="checkbox"/>	<input type="checkbox"/>
I acknowledge that all assessment work I input into the Participants Workbook will be my own work.	<input type="checkbox"/>	<input type="checkbox"/>

Participant Sign and Date	
Assessor Sign and Date	

Verification (For Internal Use Only)			
The assessment agreement has been completed and has been verified.			
Verifier Name & Signature		Date	

6 PRE-READING AND ASSESSMENT

Introduction:

Prior to arriving at AMOSC, we ask that you complete this pre-course reading task. Not only does this information provide a solid 'refresher' for your time with AMOSC, but the answers forms part of your suite of evidence to be deemed competent.

Estimated time for completion:

120 minutes (including reading)

Task:

Using the following resources:

- Please read pages **24-44** of the ITOPF (International Tanker Owners Pollution Federation Limited) [ITOPF 2022/23 Handbook](#).
 - Different types of marine spills **pp 25**
 - Fate of oil spills **pp 32**
 - Classification of oils **pp 33**
 - Oil spill response techniques **pp 36**
 - Contingency planning & response management **pp 41**
 - Effects of marine spills **pp 43**
- Australia's "[National Plan for Maritime Environmental Emergencies](#)"
- Your company's or organisation's own oil spill contingency plan.

Read and answer the questions included in this package. Each answer should be no more than 50-100 words, and reflect your understanding of the arrangements in Australia, and within your organisation.

Please complete and bring with you to your course.

QUESTIONS

1. In Australia a "level three" oil spill incident within three nautical miles of the coast is the responsibility of which control agency to clean up (usually)? For oil rigs outside three nautical miles?

2. What are some of the criteria used to classify incidents (under the National Plan for Maritime Environmental Emergencies)?

3. What are some of the effects of untreated oil spills in the marine environment?

4. Looking at the characteristics of the following oil types – Gippsland Crude, IFO380, Marine Gas Oil and Arabian Heavy – list these from most to least persistent.

5. What are some of the weathering processes that oil undergoes after it has been split?

6. What is a control agency?

7. Name three oil spill clean-up techniques or response options. What is a pro and con of each?

8. What are three things to consider in regards to waste management during an oil spill?

9. "AIMS" is an acronym. What does it stand for and what is this process used for?

10. What are the five fundamental principles of "AIMS"?

11. 'Oil Spill Trajectory Modelling is one of the many response support tools described in the NatPlan. Choose one other and describe how you could you use BOTH of these tools.

12. What is the overarching purpose of an “Oil Spill Contingency Plan”?

End of questions.

Participant:
Assessor:
Verifier:
Date: