

# Shipshape Heritage Training Partnership

## Individual Project Training Plan and Passport



**NATIONAL HISTORIC SHIPS UK**  
The official voice for historic vessels in the United Kingdom



**Trainee Details:**

Name of Trainee:

Contact Details:

Phone:

Email:

Address:

Date of birth:

National Insurance number:

**Training Provider Details:**

Host vessel organisation:

Address:

Telephone number:

Start Date:

Supervisor's Name:

Supervisor's Contact Details:

Phone:

Email:

**Pastoral Mentor's Details:**

Name:

Phone:

Email:

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A: Trainee Personal Review Papers

B: IBTC/NHS-UK certificate of course completion

**INTRODUCTION AND GUIDANCE**

The Shipshape Heritage Training Partnership (SHTP) is run by National Historic Ships UK (NHS-UK), funded by the Heritage Lottery Fund and formed of five partner vessel owning organisations, all hosting two trainees for a placement of 12 month's duration over the duration of the 2.5 years project: Excelsior Trust (Lowestoft), Sea-Change Trust (Essex), Scottish Fisheries Museum Trust (Anstruther), Trinity Sailing Foundation (Brixham) and Dauntseys School Sailing Club (Solent). Each organisation provides a supervisor for their trainees, with the overall line management and responsibility resting with NHS-UK and pastoral care provided by the Shipshape Network regional representatives.

This Passport forms both the record of your individual training and achievements and also a commitment by NHS-UK and the host organisation to deliver the training included in this booklet.

The training falls into three main areas:

- Maintenance Skills – the ability to carry out maintenance on an historic vessel, including the use of specialist tools.
- Operational Skills – traditional and contemporary seamanship skills on historic vessels
- Interpretation and Conservation Skills – understanding significance, conservation ethics and interpretation principles

Additional professional and personal development skills are also included.


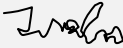
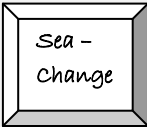
The formal element of the maintenance skills will take place in two sessions at the International Boatbuilding Training College (IBTC); operational skills will be gained whilst on board the partners' vessels; and conservation and interpretation skills will come from a placement at the Scottish Fisheries Museum in Anstruther. However, as all areas are interlinked, it is expected that you will continue to develop all of these skills throughout your 12 month placement.

Each skill is listed within the Passport and will be stamped or signed off when you have reached a satisfactory level. This may be over several months and with different partners as you move from a basic understanding and competence but still needing supervision, to a conscious competence and confidence.

There is room on each skill for three stamps or signatures to cover the different stages of learning from being dependent on your supervisor for advice, to requiring less supervision as you become more skilled and confident before being classed as fully competent.

For example:

Whilst learning about appropriate paints and varnishes, you might have your passport stamped by IBTC when you can demonstrate a theoretical understanding of which paints to use where and how they are applied, and stamped again during maintenance and winter refit by your host organisation.

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning	1-2	Demonstrates basic understanding of different materials and will benefit from putting knowledge into practice	Knows theory of how to use resins, glues and mastics if asked	15 March 2014	
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning	3-4	Good knowledge of materials – their use and application. Still seeks reassurance but confidence will grow.	Carried out emergency repairs at sea under supervision	21 <sup>st</sup> June 2014	 Rotation Supervisor
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard	5	Excellent knowledge and understanding of this subject demonstrated through winter refit	Confident in planning and carrying out repairs to deck	15 <sup>th</sup> January 2015	

<b>CRITERIA LEVEL</b>	<b>Knowledge / reasoning</b>	<b>Level of performance</b>	<b>Personal and professional awareness</b>
<b>Dependent</b>  <b>1-2</b>	<ul style="list-style-type: none"> <li>• Lacks knowledge</li> <li>• Unable to explain / give reasons for actions</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks accuracy &amp; confidence</li> <li>• Needs continuous guidance &amp; supervision</li> <li>• Poor organisation</li> <li>• No awareness of priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Actions &amp; behaviour are not modified to meet the needs of the client or situation</li> <li>• No meaningful explanations</li> <li>• Lacks insight into personal and professional behaviour</li> </ul>
<b>Assisted</b>  <b>3</b>	<ul style="list-style-type: none"> <li>• Knowledge is usually accurate</li> <li>• Identifies reasons for actions</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate performance but some lack of confidence &amp; efficiency.</li> <li>• Requires frequent direction</li> <li>• Some awareness of priorities / requires prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises the need to modify actions, but unable to do so in non-routine situations</li> <li>• Gives standard explanations / does not modify information</li> </ul>
<b>Minimal supervision</b>  <b>4</b>	<ul style="list-style-type: none"> <li>• Applies accurate knowledge to practice</li> <li>• Beginning to make judgements based on contemporary evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and accurate; fairly confident / efficient</li> <li>• Needs occasional direction or support</li> <li>• Beginning to initiate appropriate actions</li> <li>• Identifies priorities with minimal prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Actions / interventions / behaviours generally appropriate for the client and situation</li> <li>• Explanation is usually at an appropriate &amp; coherent level</li> <li>• Identifies the need for assistance</li> </ul>
<b>Independent</b>  <b>5</b>	<ul style="list-style-type: none"> <li>• Applies evidence based knowledge</li> <li>• Sound rationale for actions</li> <li>• Makes judgements / decisions based on contemporary evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Confident / safe / efficient</li> <li>• Works independently without direction / supervision</li> <li>• Able to prioritise</li> <li>• Able to adapt to unpredictable situations</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious / deliberate planning</li> <li>• Actions/ interventions/ behaviour are appropriate to the client &amp; situation</li> <li>• Gives coherent / appropriate information</li> </ul>

## MAINTENANCE SKILLS

Initial period with IBTC: basic skills and understanding needed on historic ships:

- Specialist tools – use and maintenance of hand and power tools, sharpening of tools, planes and chisels, make and use traditional tools such as marlin spikes, caulking irons, serving mallets etc;
- Basic joinery skills including timber identification, which wood is used for what, different cuts of wood, using the grain, shaping timber square and flat, simple joints, scarph joints;
- Traditional rope work: handling rope, key knots including bowlines;
- Basic sail repairs on flax, cotton and polyester sails, roping a sail, making cringles;
- Engine maintenance: working out why the engine has stopped and deciding what to do;
- Basic electrical repairs: understanding how electricity/volts/amps etc work, charging batteries, battery capacity, safe procedures for plugging in to shore;
- Non-detrimental maintenance including recognition of properties of materials - why certain materials are used for certain jobs, the benefits and disadvantages of using traditional or modern materials, how to identify those materials and risks of getting it wrong (woods, metals, sail cloths, epoxy resins, mastics and glues), making informed decisions in carrying out maintenance without impairing a vessel's significance.

Second period with IBTC: developing skills further and learning those needed for winter refit:

- Paints & varnishes: appropriate systems, timber, steel and galvanised preparation, coatings application including environmental and atmospheric constraints;
- Caulking seams - raking out, preparation, caulking with oakum and cotton, use of irons and caulking mallet;
- Traditional sail repairs;
- Three-strand splicing, palm-and-needle whipping, and wire splicing;
- Whipping, serving and parcelling;
- Setting up a rig using deadeyes and rigging screws;
- Rigging, running repairs;
- Use of pitch, tallow, boiled and raw linseed;
- Bedding/paying up with putty and white/red lead, and with pitch, hull and deck seams, comparing the use of concave, convex and flat seams, being aware of hi-tech alternatives and able to make sensible decisions regarding these;
- Spar building and fitting of spar hardware

## FIRST PERIOD AT IBTC

**Skill:** Specialist tools – use & maintenance of hand & power tools, sharpening of tools, planes & chisels, make & use traditional tools such as marlin spikes, caulking irons, serving mallets etc

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Basic joinery skills including timber identification, which wood is used for what, different cuts of wood, using the grain, shaping timber square and flat, simple joints, scarp joints

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					



**Skill:** Traditional rope work: handling rope, key knots including bowlines

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Basic sail repairs on flax, cotton and polyester sails, roping a sail, making cringles

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Engine maintenance: working out why the engine has stopped and deciding what to do

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Basic electrical repairs: understanding how electricity/volts/amps etc work, charging batteries, battery capacity, safe procedures for plugging in to shore

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Non-detrimental maintenance including recognition of properties of materials (1 of 2)- why certain materials are used for certain jobs; the benefits and disadvantages of using traditional or modern materials;

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Non-detrimental maintenance cont (2 of 2) how to identify materials and risks of getting it wrong (woods, metals, sail cloths, epoxy resins, mastics and glues); making informed decisions in carrying out maintenance without impairing a vessel’s significance

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

## SECOND PERIOD AT IBTC

**Skill:** Paints & varnishes: appropriate systems, timber, steel and galvanised preparation, coatings application including environmental and atmospheric constraints

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Caulking seams - raking out, preparation, caulking with oakum and cotton, use of irons and caulking mallet

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Traditional sail repairs

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Three-strand splicing, palm-and-needle whipping, and wire splicing

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Whipping, serving and parcelling

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Setting up a rig using deadeyes and rigging screws

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Rigging, running repairs

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Use of pitch, tallow, boiled and raw linseed

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Bedding/paying up with putty and white/red lead, and with pitch, hull and deck seams, comparing the use of concave, convex and flat seams, being aware of hi-tech alternatives and able to make sensible decisions regarding these

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Spar building and fitting of spar hardware

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					



## OPERATIONAL SKILLS

Operational and historic vessel handling skills to be gained whilst on board your host vessel or whilst on rotation

- Handling historic vessels & knowledge of common historic rigs:
  - Original use of vessel and impact of this on sailing her today
  - Handling historic vessels using authentic techniques
    - Handling traditional rigs safely and setting sails for optimum performance, including jackyard topsails
    - Handling a lug-rigged vessel, e.g. learning to dip the lug when tacking
    - Handling a sprit rigged vessel
    - Heaving to
    - Tricing or scandalising gaff sails
    - Jibs set flying
    - How and when to reef
- Understanding the physics of the rig
  - Knowing the strengths and weaknesses of each vessel
  - Handling vessels under different sail configurations
  - Balancing the rig
- Properties of a traditional vessel
  - Recognising the properties of the hull, sails and spars
  - Recognising the differences in handling a vessel under sail and under power, taking into account issues such as extra weight, a long keel or an off-set propeller
- Safety on traditional vessels
  - Understanding use of heavy gear without modern aids e.g. block and tackle rather than winches, parbuckling, pulling using whole body weight, using a burton etc
  - Manoeuvres at sea
  - Going aloft / on the bowsprit at sea
  - Anchor work and traditional ground tackle
  - Emergency procedures, use of lifejackets, harnesses, survival suits; fire fighting, dealing with flooding, including clearing pumps and strum boxes, collision procedure, launching life rafts
  - Safety procedures – looking out for loose gear, chafe etc

- Boatwork including rowing, sculling,
- Living on board;
  - Knowledge of watches and ability to turn to
  - Cleanliness
  - Knowledge of how a crew is organised and skills needed for each role
  - Using correct terminology
  - Ability to describe correctly the position and movement both on board and relative to the ship
- General deck work and handling skills on traditional vessels;
  - Keeping lookout
  - Steering
  - Rope handling, including sweating a rope and tailing, coiling ropes clockwise, hanking and stowing, understanding the use and nature of purchases;
  - Using a Handy Billy or Watch Tackle
  - Sail handling including making sail, tacking, taking in sail and furling
  - Bunting and signals
  - Anchor work
  - Use and maintenance of winches
  - Use and maintenance of capstan
  - Coming alongside organising and handling shore-lines under heavy load, securing with springs, breast-lines etc
    - Belaying
    - Heaving a line
- Ship Husbandry;
  - Deck wash and scrub
  - Lubricating gear
  - Protecting wood with oils
  - Block maintenance
- Watch, navigation and meteorological skills;
- Additional skills important to a career working in the heritage environment:
  - Principles of Youth Work;
  - Working with young people and vulnerable adults;
  - Basic computer literacy;
  - Induction and presentation skills.

**Skill:** Handling historic vessels & knowledge of common historic rigs (1 of 2): original use of vessel and impact of this on sailing her today; handling historic vessels using authentic techniques; handling traditional rigs safely and setting sails for optimum performance, including jackyard topsails;

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Handling historic vessels & knowledge of common historic rigs cont (2 of 2): handling a lug-rigged vessel, e.g. learning to dip the lug when tacking; handling a sprit rigged vessel; heaving to; tricing or scandalising gaff sails; jibs set flying; how and when to reef

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Understanding the physics of the rig: knowing the strengths and weaknesses of each vessel; handling vessels under different sail configurations; balancing the rig

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Properties of a traditional vessel: recognising the properties of the hull, sails and spars; recognising the differences in handling a vessel under sail and under power taking into account issues such as extra weight, a long keel or an off-set propeller

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Safety on traditional vessels (1 of 2): understanding use of heavy gear without modern aids e.g. block and tackle rather than winches, parbuckling, pulling using whole body weight, using a burton etc; manoeuvres at sea; going aloft / on the bowsprit at sea;

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Safety on traditional vessels cont (2 of 2): anchor work and traditional ground tackle; emergency procedures, use of lifejackets, harnesses, survival suits; fire fighting, dealing with flooding, including clearing pumps and strum boxes, collision procedure, launching life rafts; safety procedures – looking out for loose gear, chafe etc

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Boatwork including rowing, sculling

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Living on board: knowledge of watches and ability to turn to; cleanliness; knowledge of how a crew is organised and skills needed for each role; using correct terminology; ability to describe correctly the position and movement both on board and relative to the ship

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** General deck work and handling skills on traditional vessels (1 of 3); keeping lookout; steering; rope handling, including sweating a rope & tailing, coiling ropes clockwise, hanking & stowing, understanding the use & nature of purchases;

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** General deck work and handling skills on traditional vessels cont (2 of 3): using a Handy Billy or Watch Tackle; sail handling including making sail, tacking, taking in sail & furling; bunting & signals; anchor work;

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** General deck work and handling skills on traditional vessels cont (3 of 3): use & maintenance of winches & capstan; coming alongside organising & handling shore-lines under heavy load, securing with springs, breast-lines etc; belaying; heaving a line

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Ship husbandry: deck wash and scrub; lubricating gear; protecting wood with oils; block maintenance

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					



**Skill:** Watch, navigational and meteorological skills

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Additional skills: principles of Youth Work; working with young people and vulnerable adults; basic computer literacy; induction and presentation skills.

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

## CONSERVATION AND INTERPRETATION SKILLS

Skills to be gained whilst on placement at the Scottish Fisheries Museum in Anstruther

- Conservation theory:
  - Understanding significance and basic conservation ethics and principles; planning work in the conservation context to protect significance and recognising impacts around various approaches;
  - Sustainability: an understanding of the business imperatives to sustain a working historic vessel;
- Interpretation theory:
  - Principles of interpretation and writing interpretation plans;
  - Web-based, on-board, on-shore & museum interpretation;
  - Audience development, consultation and evaluation;
  - Different interpretation media;
  - Interpretation for different audiences particularly general audiences, families, schools and hard-to-reach;
- Skills specific to working in the heritage environment:
  - Basic research: from dating components and equipment to sourcing replacements;
  - Business planning;
  - Presentation skills and oral presentation skills;
  - Volunteer management;
  - Basic fundraising;

**Skill:** Conservation theory: understanding significance & basic conservation ethics & principles; planning work in the conservation context to protect significance and recognising impacts around various approaches; sustainability: an understanding of the business imperatives to sustain a working historic vessel

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Interpretation theory: principles of interpretation & writing interpretation plans; web-based, on-board/on-shore/museum interpretation; audience development, consultation & evaluation; different interpretation media; interpretation for different audiences

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Skills specific to working in the heritage environment (1 of 2): basic research: from dating components and equipment to sourcing replacements

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

**Skill:** Skills specific to working in the heritage environment cont (2 of 2): business planning; presentation skills and oral presentation skills; volunteer management; basic fundraising

Assessment	Level	Comments	Example of Work	Date	Signature
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Formative</b> – carried out during the course/ placement to give feedback and aid learning					
<b>Summative</b> – carried out at the end of the course (or element of the placement) to show final standard					

## PROFESSIONAL DEVELOPMENT

Essential qualifications and accreditation – trainees will be given the opportunity to obtain additional professional development qualifications from the courses listed below. Courses will be allocated at the discretion of the SHTP Partnership Steering Group, depending on the existing knowledge and career objectives of the trainee and within the restrictions of the project budget:

Qualification	Date	Pass/Fail/Comments
STCW 95 – Personal Survival Techniques		
STCW 95 – Elementary 1 <sup>st</sup> Aid		
RYA Powerboat Level 2 Certificate		
RYA Day Skipper / Watch Leader		
RYA Engine Maintenance		
RYA One Day Diesel Engine Course		
STCW95 Personal Safety and Social Responsibilities		
STCW95 Fire Prevention and Firefighting – Basic Course		
Marine VHF radio communication		
SHTP Training Passport		
DBS check		
Medical Certificate ENG1 or ML5		

## IBTC and NHS-UK CERTIFICATE



# Shipshape Heritage Training Partnership

Individual Project Training Plan:  
Appendix 1b

## PERSONAL REVIEW PAPERS



NATIONAL HISTORIC SHIPS UK  
The official voice for historic vessels in the United Kingdom



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**INTRODUCTORY ASSESSMENT RECORD (to be completed in discussion with your supervisor at the start of the first vessel placement)**

Date:

Previous qualifications/courses/skills, including title, level, grade, date achieved:

Other relevant experience:

Induction – skills covered:

Personal Career Objectives, focussing on the Strengths, Weaknesses, Opportunities and Threats (SWOT):

Main aims for the first placement with host vessel. Aims should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound):

- 
- 
- 
- 

Signed: \_\_\_\_\_ (Project Co-ordinator)

\_\_\_\_\_ (Supervisor)

\_\_\_\_\_ (Trainee)

## MIDPOINT REVIEW

Date:

Main aims for the second six months. Aims should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound), and focus on the Strengths, Weaknesses, Opportunities and Threats (SWOT):

- 
- 
- 
- 

Personal Project:

Signed: \_\_\_\_\_ (Project Co-ordinator)

\_\_\_\_\_ (Supervisor)

\_\_\_\_\_ (Trainee)

**Midpoint Review: Interpersonal and Team Skills** - Please select FIVE comments from the list, which most nearly describe the performance of the trainee.

<b>Interpersonal Skills Profile</b>				
<ol style="list-style-type: none"> <li>1. Unsafe to practice</li> <li>2. Behaves in an unprofessional manner</li> <li>3. Displays a negative attitude</li> <li>4. Blames circumstances for difficulties encountered</li> <li>5. Appears to lack motivation</li> <li>6. Does not define learning needs</li> <li>7. Lacks self-awareness on the effect of behaviour on others</li> <li>8. Needs to take responsibility appropriate for this level</li> <li>9. Lack of confidence inhibits effective performance</li> <li>10. Needs more experience at this level</li> <li>11. Reacts adversely to constructive criticism</li> <li>12. Slow to settle</li> <li>13. Lacks maturity</li> <li>14. Needs to be more assertive</li> <li>15. Could have made more use of available resources</li> <li>16. Has not achieved full potential</li> <li>17. Willing to try</li> <li>18. Has developed in confidence</li> <li>19. Skills will develop with practice</li> </ol>	<ol style="list-style-type: none"> <li>20. Assimilates new information</li> <li>21. Accepts appropriate responsibility</li> <li>22. Fits well into the team</li> <li>23. Has a pleasant and approachable manner</li> <li>24. Displays a mature attitude</li> <li>25. Well motivated and adaptable</li> <li>26. Is able to reflect on outcomes</li> <li>27. Identifies own learning needs</li> <li>28. Has made a useful contribution to the work of the team</li> <li>29. Shows a good understanding of historic vessels</li> <li>30. Displays confidence</li> <li>31. Analytical in approach</li> <li>32. Offers informed and considered opinions</li> <li>33. Realistically evaluates performance</li> <li>34. Capable of informed decision-making</li> <li>35. Shows a mature understanding</li> <li>36. Valued team member who has gained respect</li> <li>37. Innovative, develops fresh ideas</li> <li>38. Consistently works at a higher level than expected</li> <li>39. An excellent performer in all areas</li> </ol>			
<b>Write the numbers of the comments which you have selected in boxes below</b>				
<b>Areas for improvement</b>				

## PERSONAL PROJECT

Main aim:

Steps/ tasks needed:

Research:

End results:

Further development opportunities:

**PLACEMENT EXPERIENCE WHILST ON ROTATION**

Name of organisation:

Name of supervisor / mentor:

Date to / from:

Location:

Main Aims, aims should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound), and focus on the Strengths, Weaknesses, Opportunities and Threats of the rotation (SWOT):

Summary of skills / feedback:

Signed: \_\_\_\_\_ (Rotation Supervisor)

\_\_\_\_\_ (Trainee)

**RECORD OF PROGRESS: END OF YEAR**

Date:

Achievements:

- 
- 
- 
- 

**Supervisor's comment:**

Signed: \_\_\_\_\_ (Line Manager)

\_\_\_\_\_ (Supervisor)

\_\_\_\_\_ (Trainee)

**End of Year Review: Interpersonal and Team Skills** - Please select FIVE comments from the list, which most nearly describe the performance of the trainee.

<b>Interpersonal Skills Profile</b>				
<ol style="list-style-type: none"> <li>1. Unsafe to practice</li> <li>2. Behaves in an unprofessional manner</li> <li>3. Displays a negative attitude</li> <li>4. Blames circumstances for difficulties encountered</li> <li>5. Appears to lack motivation</li> <li>6. Does not define learning needs</li> <li>7. Lacks self-awareness on the effect of behaviour on others</li> <li>8. Needs to take responsibility appropriate for this level</li> <li>9. Lack of confidence inhibits effective performance</li> <li>10. Needs more experience at this level</li> <li>11. Reacts adversely to constructive criticism</li> <li>12. Slow to settle</li> <li>13. Lacks maturity</li> <li>14. Needs to be more assertive</li> <li>15. Could have made more use of available resources</li> <li>16. Has not achieved full potential</li> <li>17. Willing to try</li> <li>18. Has developed in confidence</li> <li>19. Skills will develop with practice</li> </ol>	<ol style="list-style-type: none"> <li>20. Assimilates new information</li> <li>21. Accepts appropriate responsibility</li> <li>22. Fits well into the team</li> <li>23. Has a pleasant and approachable manner</li> <li>24. Displays a mature attitude</li> <li>25. Well motivated and adaptable</li> <li>26. Is able to reflect on outcomes</li> <li>27. Identifies own learning needs</li> <li>28. Has made a useful contribution to the work of the team</li> <li>29. Shows a good understanding of historic vessels</li> <li>30. Displays confidence</li> <li>31. Analytical in approach</li> <li>32. Offers informed and considered opinions</li> <li>33. Realistically evaluates performance</li> <li>34. Capable of informed decision-making</li> <li>35. Shows a mature understanding</li> <li>36. Valued team member who has gained respect</li> <li>37. Innovative, develops fresh ideas</li> <li>38. Consistently works at a higher level than expected</li> <li>39. An excellent performer in all areas</li> </ol>			
<b>Write the numbers of the comments which you have selected in boxes below</b>				



## RECOMMENDED READING

Understanding Historic Vessels, Vol 1: Recording Historic Vessels (London, 2007), Vol 2: Deconstructing Historic Vessels (London, 2007) & Vol 3: Conserving Historic Vessels (London, 2010), National Historic Ships

Hand, Reef & Steer by Tom Cunliffe (Adlard Coles Nautical, 2004);

The Real Price of Fish, Linda Fitzpatrick (The Scottish Fisheries Museum, 2010);

Last Stronghold of Sail: The Story of the Essex Sailing-Smacks, Coasters and Barges by Hervey Benham (Harrap, 1950 & 1986);

Sailing Barges by Frank Carr (Peter Davis, 1951 or Terence Dalton, 1989);

Handbook of Sailing Barges by Cooper and Chancellor (Coles; Harrap; de Graff, 1955);

The Gaff Rig Handbook, History, Design, Techniques, Developments by John Leather (Adlard Coles Nautical, 2009);

Post War Yachting by Maurice Griffiths (Hutchinson, 1946);

Magic of the Swatchways by Maurice Griffiths (Adlard Coles Nautical, hardback 1986, paperback 2000)

# National Historic Ships UK

*The official voice for historic  
vessels in the United Kingdom*



This is to certify that

*John Smith*

has completed a specialist maintenance course  
at the International Boatbuilding Training College (IBTC)  
as part of  
the Shipshape Heritage Training Partnership (SHTP) project

*Maga Wright*

XXXX 2015



