



ROYAL CANADIAN SEA CADETS

PHASE FOUR QUALIFICATION STANDARD AND PLAN

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-604/PG-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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OPI: D Cdts 3 – Senior Staff Officer Youth Programs Development

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-604/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers in accordance with CATO 11-03 *Cadet Program Mandate*, CATO 11-04 *Cadet Program Outline* and CATO 31-03 *Sea Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase Four training, as outlined in CATO 11-04 *Cadet Program Outline* and CATO 31-03 *Sea Cadet Program Outline*.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Program Development Staff Officer (D Cdts 3-2-4) or by e-mail to sea.dev@cadets.gc.ca.

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CHAPTER 1

GENERAL

AIMS

1. The aims of the Cadet Program are to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).
2. The aim of Phase Four is to provide a Sea Cadet with the theoretical knowledge and practical experience required to participate in cadet corps activities and appointments as a team leader.

PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. Cadet Program Participant Outcomes are the benefits for the cadet during and / or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition and status. The five outcomes of the Cadet Program are:
 - a. emotional and physical well-being;
 - b. social competence;
 - c. cognitive competence;
 - d. proactive citizenship; and
 - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

OUTLINE OF TRAINING

6. Phase Four is a directed program carried out at the corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training. Normally a cadet will only attempt one level in a given training year.
7. Each phase level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PROGRAM DESIGN

8. Phase Four has been designed:
 - a. assuming that the majority of cadets are between 15 and 16 years of age;
 - b. assuming that the majority of cadets have successfully completed Phase Three;
 - c. using age-appropriate learning strategies;
 - d. using 30 minutes as a standard period of instruction;

- e. by providing a programming mix consisting of fixed mandatory and flexible complementary training;
- f. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
- g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the cadet program (allocated POs numbered 401 to 419) and the POs specific to the Phase Four:

- a. **Citizenship.** PO 401 – Recognize How the Legal System Affects Youth
 - (1) The aim of Proficiency Level Four citizenship is to introduce the cadet to aspects of Canada's legal system and laws that affect youth.
 - (2) Proficiency Level Four citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.
- b. **Community Service.** PO 402 – Perform Community Service as a Team Leader
 - (1) The aim of Phase Four community service is to encourage the cadet to be an active citizen through participation as a team leader in a local community service activity.
 - (2) Phase Four community service contributes directly to the achievement of the program aims of developing the attributes of good citizenship and leadership, and the participant outcome of proactive citizenship and social competence.
- c. **Leadership.** PO 403 – Act as a Team Leader
 - (1) The aim of Phase Four leadership is to provide the cadet with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.
 - (2) Phase Four leadership contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence.
- d. **Personal Fitness and Healthy Living.** PO 404 – Update Personal Activity Plan
 - (1) The aim of Phase Four personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to active living and cardiovascular fitness.
 - (2) Phase Four personal fitness and healthy living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.
- e. **Recreational Sports.** PO 405 – Participate in Recreational Sports
 - (1) The aim of Phase Four recreational sports is to encourage the cadet to actively participate in recreational sports activities.
 - (2) Phase Four recreational sports contribute directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

- f. **Air Rifle Marksmanship.** PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship
- (1) The aim of Phase Four air rifle marksmanship is to develop the cadet's marksmanship abilities through participation in recreational marksmanship.
 - (2) Phase Four air rifle marksmanship contributes indirectly to the achievement of the program aims of developing the attributes of good citizenship and leadership through the use of competitive marksmanship as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well-being through building self-esteem and promoting an active lifestyle.
- g. **General Cadet Knowledge.** PO 407 – Serve in a Sea Cadet Corps
- (1) The aim of Phase Four general cadet knowledge is to provide the cadet with information on the opportunities inherent in the sea cadet program and the partnership between the Department of National Defence and the Navy League of Canada.
 - (2) Phase Four general cadet knowledge contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and stimulating an interest in the activities of the CF and the participant outcomes of proactive citizenship and understanding the CF.
- h. **Drill.** PO 408 – Command a Division on Parade
- (1) The aim of Phase Four drill is to provide the cadet with the knowledge and skills to command a division on parade.
 - (2) Phase Four drill contributes directly to the achievement of the program aims of developing leadership and stimulating an interest in the sea activities of the CF, and the participant outcomes of social and cognitive competence.
- i. **Instructional Techniques.** PO 409 – Instruct a Lesson
- (1) The aim of Phase Four instructional techniques is to provide cadets with the knowledge and skills to instruct a 30-minute period of instruction.
 - (2) Phase Four instructional techniques contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship through the ability to express thoughts and ideas and to the participant outcome of social competence through effective interpersonal communication skills.
- j. **Canadian Navy and Maritime Community.** PO 420 – Recognize Aspects of the Canadian Navy and Maritime Community
- (1) The aim of Phase Four Canadian Navy and maritime community is to expand the cadets' knowledge of the Canadian Navy and its role in the Canadian Forces (CF) as well as introducing the role of the CF in international institutions.
 - (2) Phase Four Canadian Navy and Maritime Community contributes directly to the program aim of stimulating an interest in the sea activities of the CF, and the participant outcome of understanding the CF.
- k. **Ropework.** PO 421 – Perform Ropework
- (1) The aim of Phase Four ropework is to provide cadets with additional ropework skills that can be applied during seamanship activities such as small craft operation, ship's operations and other nautical training.

- (2) Phase Four ropework supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of vessels. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
- I. **Small Craft Operation.** PO 422 – Describe the Required Responses to Changing States of Weather While Operating a Small Craft
 - (1) The aim of Phase Four small craft operation is to provide cadets with the basic knowledge set required to operate a small craft.
 - (2) Phase Four small craft operation supports Sea Cadet on-water operations by providing the basic knowledge set required to operate a small craft. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
 - m. **Ship's Operations,** PO 423 – Locate a Position on a Chart
 - (1) The aim of Phase Four ship's operations is to provide cadets with some basic marine navigation knowledge and skills.
 - (2) Phase Four ship's operations supports Sea Cadet on-water operations and routine corps functions by providing the knowledge and skill set required to carry out their duties as a member of a ship's company. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
 - n. **Sail.** PO 424 – Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II
 - (1) The aim of Phase Four sail is to continue to develop basic knowledge and skills involved in crewing a sailboat.
 - (2) Phase Four sail training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of small craft. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

- o. **Nautical Training.** PO 425 – Participate in a Nautical Training Weekend
 - (1) The aim of Phase Four nautical training is to provide cadets additional opportunity to participate in a nautical activity that:
 - (a) reinforces mandatory and / or complementary training;
 - (b) allows cadets to participate in naval aspects of the CF or maritime community; and
 - (c) provides a hands-on opportunity that introduces new skills / knowledge.
 - (2) Phase Four nautical training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of small craft. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

METHOD OF ACHIEVING OBJECTIVES

10. The majority of Phase Four POs are skill-related. Skills are acquired through practical periods of instruction and practice. In order to achieve these POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of Phase Four:

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.
- b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- d. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

TRAINING PREREQUISITES

11. To participate in Phase Four, youths must be members of a cadet corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

12. Cadets participating in Phase Four shall normally be between 15 and 16 years of age.

USE OF THE QSP

13. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet as Phase Four. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers as the primary reference for validation of Phase Four qualification training.

14. Phase Four shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-604/PF-001, *Royal Canadian Sea Cadets Phase Four - Instructional Guides*.

15. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cds 3, Senior Staff Officer Youth Programs Development, NDHQ.

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CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training Program is the Director Cadets and Junior Canadian Rangers (D Cdts & JCR). The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

- a. Royal Canadian Sea Cadet Corps (RCSCC); and
- b. Technical TEs, such as:
 - (1) Regional Cadet Sailing Schools (RCSS) or Sail Centres; and
 - (2) Other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

TRAINING DETAILS

2. In accordance with CATOs 11-04, *Cadet Program Outline* and 31-03, *Sea Cadet Program Outline*, the Phase Training Program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. The Phase Training Program is divided into two compulsory components that must be completed by all cadets. These components are:

- a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Phase Training Program; and
- b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Phase Training Program. These activities complement mandatory activities and form an integral part of the Phase Training Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Training Program to match the corps' interests and resources.

3. **Phase Four Training Outline.** The distribution of mandatory and complementary training in Phase Four is as follows:

- a. Mandatory Training:
 - (1) 60 periods of instruction to be conducted during training sessions (3 periods per session);
 - (2) 18 periods of instruction to be conducted during mandatory training days (9 periods per day) for a total of two days;
 - (3) 2 days for an inter-divisional seamanship competition; and
 - (4) One weekend for the conduct of PO 424.
- b. Complementary Training:
 - (1) 30 periods of instruction to be conducted during training sessions (3 periods per session);
 - (2) 18 periods of instruction to be conducted during complementary training days (9 periods per day) for a total of two days; and
 - (3) One weekend for the conduct of EO C325.02A or C325.02B (Nautical Training).

4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation is located at Annex A. Total period allocation by PO is as follows:

Topic	PO No.	Performance Objective	Mandatory Periods	Specific Mandatory Training Days	Specific Mandatory Training Weekends	Complementary Periods	Specific Complementary Training Weekends
Citizenship	401	Recognize How the Legal System Affects Youth	0	-	-	4	-
Community Service	402	Perform Community Service	9	-	-	12	-
Leadership	403	Act as a Team Leader	10	-	-	13	-
Personal Fitness and Healthy Living	404	Update Personal Activity Plan	4	-	-	5	-
Recreational Sports	405	Participate in Recreational Sports	9	-	-	27	-
Air Rifle Marksmanship	406	Fire the Cadet Air Rifle During Recreational Marksmanship	3	-	-	15	-
General Cadet Knowledge	407	Serve in a Sea Cadet Corps	2	-	-	7	-
Drill	408	Command a Division	5	-	-	22	-
Instructional Techniques	409	Instruct a Lesson	10	-	-	22	-
Biathlon	311	Participate in a Recreational Summer Biathlon Activity	0	-	-	9	-
Canadian Navy and Maritime Community	420	Recognize Aspects of the Canadian Navy	4	-	-	11	-
Ropework	421	Perform Ropework	0	-	-	27	-
Small Craft Operations	422	Describe the Required Responses to Changing States of Weather While Operating a Small Craft	-	-	-	17	-
Ship's Operations	423	Locate a Position on a Chart	12	-	-	9	-
Sail	424	Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II	-	-	1	-	-
Nautical Training	425	Participate in a Nautical Training Weekend	-	-	-	1	1
Inter-Divisional Seamanship Competition	N/A	N/A	1	2	-	-	-
Positive Social Relations for Youth	N/A	N/A	6	-	-	-	-
Annual Ceremonial Review (ACR)	N/A	N/A	3	-	-	-	-
Total			78	2	1	203	1

5. **Training Capacity.** The training capacity is limited to the ability of the corps to meet supervision requirements in accordance with CATO 13-12, *Supervision of Cadets*, and in some cases to established quotas.

6. **Training Staff Requirements.**

a. Corps Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt(N)	00232-01	1	Minimum: Captain Qualification or DP2 Junior Officer CIC Qualification Preferred: Senior Instructor Course and CIC Training Officer Course

b. Phase Four Course Officer (Phase Four Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
A/SLt / SLt	00232-01	1	Minimum: Basic Officer Qualification or Basic Military Officer Qualification (CIC Common) Preferred: Military Occupation Course (Sea) or Basic Military Officer Qualification (CIC Sea)

Note: This position may also be filled by a NCdt, should circumstances warrant.

c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
PO1 and above	N/A	1 per 10 cadets	Minimum: Phase Four Preferred: Completion of 6-week CSTC qualification

7. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, etc.) and by local circumstances as is the structure for instructional or training support cadre(s). The technical specialists required in support of Phase Four are:

- a. Range Safety Officer (RSO) (Air Rifle) as required in support of PO 406 and PO 311;
- b. Air Rifle Marksmanship Instructor(s) as required in support of PO 406 and PO 311;
- c. Fitness and Sports Instructor(s) as required in support of PO 404 and PO 405;
- d. Drill and Ceremonial Instructor(s) as required in support of PO 408;
- e. Ship's Boat Operator(s) as required in support of PO 425;
- f. Sail Coach(es) as required in support of PO 424; and
- g. PCOC Instructor(s) as required in support of PO 322.

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material, audiovisual equipment and training / learning aids required to conduct the training is located at Chapter 2, Annex C.

TRAINING ADMINISTRATION

9. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.

10. **Reports.** The Trg O should maintain a training file on each cadet to record their progress during the training year. The training file should consist, as a minimum, of a Phase Four Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of Phase Four Qualification Record to the Cadet Personnel Record (DND 2399).

QUALIFICATION

11. The Phase Four qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

RELATED DOCUMENTS

12. This QSP is to be used in conjunction with:
- a. Cadet Administration and Training Orders (CATOs), and
 - b. A-CR-CCP-604/PF-001, *Royal Canadian Sea Cadet Phase Four Instructional Guides*.

SPECIAL INSTRUCTIONS

13. **Scheduling.** When planning training, the lesson specifications found in Chapter 4 shall be consulted for detailed information. While a sample schedule has been provided at Annex B, it does not account for the many variables corps face when developing annual training schedules. Some things to consider when developing the annual training schedule are:

- a. the training environment required for each activity;
- b. the availability of a technical specialist to conduct the activity, if required;

- c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
- d. the scheduling of training during sessions relative to weekend training, eg, identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

14. **Training Days / Weekends.**

- a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
- b. The conduct of the nautical and / or sail training weekends are normally the responsibility of Technical TEs. The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and the applicable Technical TE.
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the cadet corps parade location.
- d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline* and regional orders for amplified information on support available from RCSUs.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual phase QSP, to include cadets from all levels of Phase Training.

REFERENCES

- 15. A list of references used in this QSP is located at Annex D.

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ANNEX A

PHASE FOUR TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
401	Recognize How the Legal System Affects Youth	C401.01	Describe the Youth Justice System	1
		C401.02	Discuss Age-Based Laws	1
		C401.03	Discuss Government Jurisdictions	1
		C401.04	Discuss Computer Crime	1
		PO 401 - Total Mandatory		
PO 401 - Total Complementary			4	
402	Perform Community Service	M402.01	Perform Community Service	9
		C102.01	Participate in a Ceremonial Parade	3
		C102.02	Perform Community Service	9
		PO 402 - Total Mandatory		
PO 402 - Total Complementary			12	
403	Act as a Team Leader	M403.01	Describe Needs and Expectations of Team Members	1
		M403.02	Select a Leadership Approach	2
		M403.03	Motivate Team Members	2
		M403.04	Provide Feedback to Team Members	2
		M403.05	Participate in a Mentoring Relationship	2
		M403.06	Act as a Team Leader During a Leadership Appointment	1
		403 PC		0
		C403.01	Participate in a Leadership Seminar	3
		C303.01	Lead Team-Building Activities	3
		C303.02	Deliver a Presentation About a Leader	2
PO 403 - Total Mandatory			10	
PO 403 - Total Complementary			8	
404	Update Personal Activity Plan	M404.01	Participate in the Cadet Fitness Assessment	2
		M404.02	Update Personal Activity Plan	1
		M404.03	Evaluate Personal Activity Plan	1
		C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities	2
		C404.01	Prepare to Conduct the Cadet Fitness Assessment	2
		C304.01	Participate in the Cadet Fitness Assessment	1
		C304.02	Evaluate Personal Activity Plan	1
		C304.03	Describe Stress	2
		C104.01	Create Team Goals	1
PO 404 - Total Mandatory			4	
PO 404 - Total Complementary			9	

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd	
405	Participate in Recreational Sports	M405.01	Participate in Organized Recreational Team Sports	9	
		C105.01	Participate in an Organized Sports Tabloid	9	
		C105.02	Participate in an Organized Intramural Sports Event	9	
		C105.03	Participate in an Orienteering Event	9	
		PO 405 - Total Mandatory			9
		PO 405 - Total Complementary			27
406	Fire the Cadet Air Rifle During Recreational Marksmanship	M406.01	Participate in a Recreational Marksmanship Activity	3	
		C406.01	Assist the Range Safety Officer (RSO)	1	
		C406.02	Score Air Rifle Marksmanship Targets	1	
		C306.01	Identify Civilian Marksmanship Organizations	1	
		C306.02	Correct Marksmanship Error	2	
		C306.03	Fire the Cadet Air Rifle from the Standing Position	2	
		C106.01	Participate in a Recreational Marksmanship Activity	3	
		PO 406 - Total Mandatory			3
PO 406 - Total Complementary			10		
407	Serve in a Sea Cadet Corps	M307.01	Identify Phase Four Training Opportunities	1	
		M307.02	Identify Year Four CSTC Training Opportunities	1	
		C401.01	Prepare for a Merit Review Board	1	
		C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit	2	
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer	2	
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada	2	
		PO 407 - Total Mandatory			2
PO 407 - Total Complementary			7		
408	Command a Division on Parade	M408.01	Discuss Commanding a Division on Parade	1	
		M408.02	Identify Parade Sequence	1	
		M408.03	Command a Squad	1	
		M408.04	Inspect a Cadet on Parade	2	
		408 PC		0	
		C408.01	Discuss the History of Drill	1	
		C408.02	View a Re-Enactment That Demonstrates the History of Drill	3	
		C308.01	Execute Flag Party Drill	4	
		C308.02	Execute Cenotaph Drill	2	
		C308.03	Practice Voice for Calling Drill Commands	2	
		C208.01	Practice Ceremonial Drill as a Review	2	
		C208.02	Execute Drill with Arms	8	
		PO 408 - Total Mandatory			5
PO 408 - Total Complementary			22		
409	Instruct a Lesson	M409.01	Identify Methods of Instruction	2	
		M409.02	Identify Elements of a Positive Learning Environment	2	

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		M409.03	Describe Learner Needs	2
		M409.04	Explain Assessment	1
		M409.05	Instruct a 30-Minute Lesson	3
		409 PC		0
		C409.01	Plan a Lesson	2
		C409.02	Instruct a 30-Minute Lesson	3
		C409.03	Act as an Assistant Instructor	3
		C409.04	Participate in a Creative Lesson Planning Workshop	3
		C409.05	Act as an Assistant Drill Instructor	3
		C409.06	Instruct a 30-Minute Drill Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Describe Drill Instructional Techniques	2
		C309.06	Instruct a 15 Minute Drill Lesson	3
		PO 409 - Total Mandatory		10
		PO 409 - Total Complementary		23
311	Participate in a Recreational Summer Biathlon Activity	C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	3
		C311.02	Participate in a Recreational Summer Biathlon Activity	6
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Fire the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
		PO 311 - Total Mandatory		0
		PO 311 - Total Complementary		9
420	Describe Aspects of the Canadian Navy & Maritime Community	M420.01	Describe Current Naval Operations	1
		M420.02	Describe the Modernization of the Canadian Navy	1
		M420.03	Describe the Canadian Coast Guard (CCG)	1
		M420.04	Describe Transport Canada as a Maritime Agency	1
		C420.01	Describe Fisheries and Oceans Canada (DFO)	1
		C420.02	Describe Civilian Maritime Agencies and Institutions	1
		C420.03	Participate in a Discussion / Presentation on D-Day Commemorations	2
		C420.04	Participate in a Presentation made by a Guest Speaker from a Civilian Maritime Agency	2
		C320.01	Attend a Presentation on a Naval Commemorative Event	2

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C320.02	Describe the Women's Royal Canadian Naval Services	2
		C320.03	Describe Naval Aviation	2
		PO 420 - Total Mandatory		4
		PO 420 - Total Complementary		12
421	Perform Ropework	C421.01	Make a Boatswain's Belt	3
		C421.02	Make a Round Mat	3
		C421.03	Make a Net Hammock	3
		C320.02	Rig a Standing Derrick	6
		C320.03	Rig a Gyn	6
		C320.04	Make a Monkey's Fist	3
		C320.05	Make a Turk's Head	3
		PO 421 - Total Mandatory		0
		PO 421 - Total Complementary		27
422	Describe the Required Responses to Changing States of Weather While Operating a Small Craft	C422.01	Describe the Required Responses to Changing States of Weather While Operating a Small Craft	2
		C322.01	Describe Acts, Codes and Regulations	3
		C322.02	Describe Personal Safety	3
		C322.03	Describe Vessel Safety	3
		C322.04	Describe Navigation Safety	4
		N/A	PCOC Written Test	2
		PO 422 - Total Mandatory		0
		PO 422 - Total Complementary		17
423	Locate a Position on a Chart	M423.01	Identify Aspects of a Chart	2
		M423.02	Use Navigation Instruments	2
		M423.03	Describe Latitude and Longitude	4
		M423.04	Plot a Fix	2
		423 PC		2
		C423.01	Plot a Position Using a Three-Bearing Fix	2
		C423.02	Plot a Position Using a Horizontal-Angle Fix	2
		C323.01	Communicate Using Flags and Pennants	4
		C323.02	Pipe Wakey Wakey	2
		C323.03	Pipe Hands to Dinner	3
		PO 423 - Total Mandatory		12
		PO 423 - Total Complementary		13
424	Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II	N/A	Note: This training is a continuation of PO 324 and associated enabling objectives from Phase Three.	N/A (Wknd)
		324 EC 01		0
		324 EC 02		0
		324 EC 03		0
		324 PC		0
		PO 424 - Total Mandatory		0
		PO 424 - Total Complementary		0

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
425	Participate in a Nautical Training Weekend	C425.01	Prepare for a Nautical Training Weekend	1
		C425.02A	Perform Small Craft / Vessel Duties While Underway	N/A (Wknd)
		C425.02B	Participate in a Nautical Activity	N/A (Wknd)
		PO 425 - Total Mandatory		
PO 425 - Total Complementary			1	
N/A	Prepare for the Seamanship Inter-Divisional Competition			1
N/A	Positive Social Relations for Youth			6
N/A	Annual Ceremonial Review (ACR)			3
Total Mandatory				78
Total Complementary				201

TRAINING DAY / WEEKEND ALLOCATION**MANDATORY**

Activity	Description	Time
Mandatory Training Periods	18 periods of instruction (9 per day) chosen from the mandatory EOs to be delivered during a full day of training. POs 402, 405 and/or 406 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (ie, infrastructure, resource availability, etc.).	2 Days
Sail	One weekend of sail training to be conducted IAW PO 424.	1 Weekend
Seamanship Inter-Divisional Competition	A two-day competition in support of POs 403 and POs 420 to 424. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	2 Days
Total Mandatory		6 Days

COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs 402, 405, 406 and/or 311 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (ie, infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO 425.	1 Weekend
Total Complementary		4 Days

ANNEX B
SAMPLE TRAINING SCHEDULE #1

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M408.01 Discuss Commanding a Division on Parade	M407.01 Identify Phase Four Training Opportunities	M408.02 Identify Parade Sequence
	Instructor			
	Location			
Session 2	EO	M403.01 Describe Needs and Expectations of Team Members	M403.02 Select an Influence Behaviour Within the Empowering Leadership Style	M408.03 Command a Squad
	Instructor			
	Location			
Session 3	EO	M403.02 Select an Influence Behaviour Within the Empowering Leadership Style	M404.01 Participate in the Cadet Fitness Assessment	M404.02 Update Personal Activity Plan
	Instructor			
	Location			
Session 4	EO	M403.03 Describe how to Motivate Team Members	M403.03 Describe how to Motivate Team Members	M420.01 Describe Current Naval Operations
	Instructor			
	Location			
Session 5	EO	C421.01 Make a Boatswain's Belt	C421.01 Make a Boatswain's Belt	C421.01 Make a Boatswain's Belt
	Instructor			
	Location			
Session 6	EO	C323.02 Pipe Wakey Wakey	C323.02 Pipe Wakey Wakey	C322.01 Define Acts, Regulations and Codes
	Instructor			
	Location			
Session 7	EO	C322.02 Describe Personal Safety	C322.02 Describe Personal Safety	C322.02 Describe Personal Safety
	Instructor			
	Location			
Session 8	EO	C322.02 Describe Personal Safety	M403.04 Provide Feedback to Team Members	M403.04 Provide Feedback to Team Members
	Instructor			
	Location			
Session 9	EO	C401.01 Prepare for a Merit Review Board	M403.05 Participate in a Mentoring Relationship	M403.05 Participate in a Mentoring Relationship
	Instructor			
	Location			
Session 10	EO	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 11	EO	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety	M403.06 Act as a Team Leader During a Leadership Appointment
	Instructor			
	Location			
Session 12	EO	M408.04 Inspect a Cadet on Parade	PCOC Test (PO 322)	PCOC Test (PO 322)
	Instructor			
	Location			
Session 13	EO	C401.01 Prepare for a Merit Review Board	C401.01 Prepare for a Merit Review Board	M408.04 Inspect a Cadet on Parade
	Instructor			
	Location			
Session 14	EO	M407.02 Identify Year Four CSTC Training Opportunities	M409.01 Identify Methods of Instruction	M409.01 Identify Methods of Instruction
	Instructor			
	Location			
Session 15	EO	C401.01 Describe the Youth Justice System	C404.01 Participate in the Cadet Fitness Assessment	C404.02 Update Personal Activity Plan
	Instructor			
	Location			
Session 16	EO	M409.02 Identify Elements of a Positive Learning Environment	M409.03 Describe Learner Needs	M409.03 Describe Learner Needs
	Instructor			
	Location			
Session 17	EO	M406.01 Participate in a Recreational Marksmanship Activity	M406.01 Participate in a Recreational Marksmanship Activity	M406.01 Participate in a Recreational Marksmanship Activity
	Instructor			
	Location			
Session 18	EO	M423.01 Identify Aspects of a Chart	M423.01 Identify Aspects of a Chart	M409.04 Explain Assessment
	Instructor			
	Location			
Session 19	EO	C409.01 Plan a Lesson	C409.01 Plan a Lesson	C406.02 Score Air Rifle Marksmanship Targets
	Instructor			
	Location			
Session 20	EO	M423.02 Use Navigation Instruments	M423.02 Use Navigation Instruments	M420.03 Describe Fisheries and Oceans Canada
	Instructor			
	Location			

Session 21	EO	M409.05 Instruct a 30-Minute Lesson	M409.05 Instruct a 30-Minute Lesson	M409.05 Instruct a 30-Minute Lesson
	Instructor			
	Location			
Session 22	EO	M423.03 Describe Latitude and Longitude	M423.03 Describe Latitude and Longitude	M423.03 Describe Latitude and Longitude
	Instructor			
	Location			
Session 23	EO	M404.01 Participate in the Cadet Fitness Assessment	M404.03 Evaluate Personal Activity Plan	Preparation for SIDC
	Instructor			
	Location			
Session 24	EO	M423.03 Describe Latitude and Longitude	M423.04 Plot a Fix	M423.04 Plot a Fix
	Instructor			
	Location			
Session 25	EO	M420.04 Describe Transport Canada as a Civilian Maritime Agency	423 PC	423 PC
	Instructor			
	Location			
Session 26	EO	C409.04 Participate in a Creative Lesson-Planning Workshop	C409.04 Participate in a Creative Lesson-Planning Workshop	C409.04 Participate in a Creative Lesson-Planning Workshop
	Instructor			
	Location			
Session 27	EO	C420.01 Describe Civilian Maritime Agencies	C423.01 Plot a Fix Using a Three-Bearing Fix	C423.01 Plot a Fix Using a Three-Bearing Fix
	Instructor			
	Location			
Session 28	EO	C308.03 Practice Voice Calling for Drill Commands	C308.03 Practice Voice Calling for Drill Commands	C401.02 Discuss Age-Based Laws
	Instructor			
	Location			
Session 29	EO	C208.01 Practice Ceremonial Drill as a Review	C208.01 Practice Ceremonial Drill as a Review	C425.01 Prepare for a Nautical Training Weekend
	Instructor			
	Location			
Session 30	EO	ACR	ACR	ACR
	Instructor			
	Location			

TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service
	Instructor									
	Location									
Day 2	EO	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports
	Instructor									
	Location									

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity
	Instructor									
	Location									
Day 2	EO	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid
	Instructor									
	Location									

ANNEX C
RESOURCE REQUIREMENTS

Note: Actual sports equipment required will be dependent upon the sports chosen by the Corps.

Mandatory Training

<u>Item</u>	<u>Qty</u>	<u>PO / EO</u>
30 cm (12 inch) ruler	1	M404.01
CD Player	1	M404.01
Gym mats	5	M404.01
Measuring tape	2	M404.01, M404.02
Pylons	20	M404.01, M404.02
Baseball	3	M405.01
Baseball base	4	M405.01
Baseball bat	2	M405.01
Baseball glove (right and left handed)	12	M405.01
Basketball	2	M405.01
Basketball net	2	M405.01
Batter's helmet	2	M405.01
Field Crosse	24	M405.01
First aid kit	1	M405.01
Flag / Ribbon	18	M405.01
Football	2	M405.01
Goalie equipment	2 sets	M405.01
Goalie stick	2	M405.01
Goalkeeper's crosse	2	M405.01
Goalkeeper's face mask (Ringette)	2	M405.01
Goalkeeper's face mask (Lacrosse)	2	M405.01
Goalkeeper's stick (Ringette)	2	M405.01
Goalkeeper's throat and chest protector (Lacrosse)	2	M405.01

Hockey net	2	M405.01
Hockey ball	2	M405.01
Hockey sticks	12	M405.01
Lacrosse bal	2	M405.01
Lacrosse net	2	M405.01
Mouthgaurd	1 per cadet	M405.01
Plastic disk (Frisbee)	2	M405.01
Ringette net	2	M405.01
Rubber ring	2	M405.01
Soccer ball	2	M405.01
Soccer net	2	M405.01
Softball	3	M405.01
Volleyball	2	M405.01
Volleyball net	1	M405.01
Air rifle	1 per 2 cadets	M406.01
Air rifle 5-pellet clip	3 per 2 cadets	M406.01
Air rifle pellets	50 per cadet	M406.01
Air rifle sling	1 per cadet	M406.01
Safety glasses / goggles	10	M406.01
Shooting glove (optional)	1 per 2 cadets	M406.01
Shooting mat	1 per 2 cadets	M406.01
Target frame	1 per 2 cadets	M406.01
Targets (various)	2 per cadet	M406.01
Markers (4 pack)	1	M407.01, M407.02, M408.01
Stopwatch	1	M409.03
Whistle	1	M409.03
4 mm (3/16 inch) Line - 1/2 m length	1 per cadet	PO 424
Spar	1 per 2 cadets	PO 424
Paddle	2 per boat	PO 424

Masking Tape	1 roll	PO 424
Blue Flag	1	PO 424
Fully Equipped Sailboat	1	PO 424
Coach Boat	1	PO 424
Buoys with Lines and Weights	5	PO 424
Helmets	1 per cadet	PO 424
PFDs	1 per cadet	PO 424

Complementary Training

<u>Item</u>	<u>Qty</u>	<u>PO / EO</u>
.177 scoring magnifier	1	C406.02
DVD / VCR player	1	C408.02
Flip chart paper (pad)	1	C406.01, C422.02
Markers (4 pack)	1	C406.01, C422.02
Calculator	1	C404.01, C407.01
Biathlon Air Rifle Targets (BART)	10	PO 411
4 mm (3/16 inch) diameter braided line	1 length per cadet	C421.01
Ring or clip suitable for making a boatswain's belt	2 per cadet	C421.01
4 mm (3/16 inch) diameter braided line	1 length per cadet	C421.02
Corkboard	1 per cadet	C421.02

Straight pins	2 packages	C421.02
Cutting tool	1	C421.03
5 cm (2 inch) diameter ring	2 per cadet	C421.03
1 m wide by 2 m long netting	1 per cadet	C421.03
4 mm (3/16 inch) diameter braided line (spool)	1	C421.03

Annex C, Appendix 1
Lifting Device Equipment List

Sheers Kit

- two round spars,
- nine double blocks,
- six single blocks,
- seven strops (made for spars),
- one strop (made for topping lift),
- one strop (made for load line)*,
- topping lift (length is relative to size of spars),
- main purchase (length is relative to size of spars),
- head lashing (length is relative to thickness of spars),
- splay tackle (length is relative to size of spars),
- heel tackle (length is relative to size of spars),
- tag line (length is relative to size of spars), and
- whipping twine.

Standing Derrick Kit

- one round spar,
- nine double blocks,
- six single blocks,
- anti-twister,
- eight strops (made for spar),
- topping lift (length is relative to the size of the spar),
- main purchase (length is relative to the size of the spar),
- two guys (length is relative to the size of the spar),
- three heel tackles (length is relative to the size of the spar),
- thumb pieces / rope collars (if fitted),
- shoe (if fitted), and
- whipping twine.

Gyn Kit

- two round spars,
- five double blocks,
- four single blocks,
- seven strops (made for spar),
- one strop (made for main purchase),
- main purchase (length is relative to the size of the spar),
- three splay tackles (length is relative to the size of the spar),
- shoes (if fitted),
- thumb pieces / rope collars (if fitted), and
- whipping twine.

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CHAPTER 3 CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for achievement of Phase Four qualification.

LEARNER EVALUATION

2. A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1* defines learner evaluation as, “the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).”

3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through formative evaluation, the instructor can: identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information. Formative evaluation may also include opportunities for cadets to practice using Performance Checks (PCs) employed in summative evaluation. Details for assessment for learning are outlined within the applicable lesson specifications located in Chapter 4.

4. Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs, or critical EOs (those deemed prerequisites to further individual training and education) and are used at the end of a phase of instruction. Details for assessment of learning are detailed within this chapter.

CADET EVALUATION DESIGN AND DEVELOPMENT

5. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).

6. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

7. The following fundamental assessment principles shall guide the conduct of Phase Four assessment activities:

- a. in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;
- b. in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
- c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
- d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;

- e. the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and
- f. the cadet shall be encouraged to actively, consistently and effectively communicate with others about their learning progress.

CADET PROGRAM DEVELOPMENTAL PERIODS (DPs)

8. The cadet program is designed across adolescent DPs adapted to suit the cadet program target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

9. A DP is a time frame, during a cadet's progression through the cadet program, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims of the CP and contribute to the achievement of the CP outcomes.

10. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

11. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

CADET ASSESSMENT OF LEARNING PLAN

12. The assessment of learning plan located at Chapter 3, Annex B, provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Phase Four qualification. The assessment of learning plan will:

- a. provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;
- b. identify the learning target(s) associated with the PO and / or EO being assessed, to include:
 - (1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - (2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
 - (3) **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;
 - (4) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or
 - (5) **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.

- c. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:
- (1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in questions. Although short answer and fill-in-the-blank do require cadets to generate an answer, they call for a very brief answer that is counted right or wrong, so these have been included in the selection response category;
 - (2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
 - (3) **Performance Assessment.** This assessment method is based on observation and judgment; we look at a performance or product and make a judgment as to its quality; and / or
 - (4) **Personal Communication.** Gathering information about a cadet through personal communication, we find out what a cadet has learned through interacting with them.

ASSESSMENT INSTRUMENTS

13. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at Chapter 3, Annex B, Appendices 1 to 11.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

14. No additional cadet evaluations, eg, theory tests or performance checks, are to be used to determine Phase Four qualification eligibility. Therefore, these national standards are not to be supplemented with additional regional and / or local standards.

RECORDING AND REPORTING CADET ACHIEVEMENT

15. The progress of each cadet shall be recorded on the Phase Four Qualification Record, located at Chapter 3, Annex C, which is also used to determine successful completion of Phase Four qualification. Commanding Officers are responsible for ensuring the results are recorded on each cadet's DND 2399, Cadet Personnel Record.

PHASE FOUR QUALIFICATION STANDARD

16. The minimum standard for Phase Four qualification is:
- a. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
 - b. successful completion of each PO as outlined in the Phase Four Qualification Record located at Chapter 3, Annex C.

PHASE FOUR CERTIFICATE OF QUALIFICATION

17. The CF 558, *Cadet Certificate of Qualification* (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase Four qualification.

CADETS NOT MEETING THE QUALIFICATION STANDARD

18. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the assessment of learning plan and associated assessment instruments, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the cadet corps. If, by the end of the training year, a cadet who is Phase Three qualified has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the cadet corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

19. Any cadet for whom a waiver has been issued will not be granted the Phase Four qualification. However, that cadet will progress to Phase Five in the fourth year of their corps membership. If a Commanding Officer does not grant a cadet a waiver, that cadet may be held back to repeat Phase Four.

20. Cadets who have been granted a waiver of the qualification standard of Phase Four and have progressed to Phase Four in the fourth year of their corps membership are expected to achieve the missing Phase Four PO requirements. To facilitate this, cadets may concurrently receive credit for activities completed in Phase Four as part of also achieving Phase Four.

21. Only cadets who have achieved the Phase Three qualification may be granted a waiver.

MONITORING CADET PROGRESS

22. Cadets must meet the standard of behaviour and conduct expected from all cadets. The Course Officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.

23. The Course Officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Phase Four qualification (assessment for learning) and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex C, *Phase Four Qualification Record*. Guidelines for conducting cadet interviews are located in Chapter 3, Annex D.

24. Frequent absences from mandatory and complementary training that could result in the cadet not meeting the minimum standard for Phase Four qualification must be addressed in accordance with CATO 15-22, *Conduct and Discipline – Cadets*.

TRAINING COUNSELLING SESSION

25. A training counselling session is used when a cadet is having difficulties progressing toward Phase Four qualification and an intervention is required to set goals for corrective action and / or remedial instruction. These counselling sessions focus on training related issues. The Training Officer is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in Chapter 3, Annex E and the Training Counselling Session Form is located in Chapter 3, Annex E, Appendix 1.

ANNEX A

CHARACTERISTICS OF CP DPs

Developmental Period (DP)	Developmental Period 1 (DP1)	Developmental Period 2 (DP2)		Developmental Period 3 (DP3)	
Ages	12 - 14		15 - 16		17 - 18
Years	Y1	Y2	Y3	Y4	Y5+
DP Overview	<i>Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.</i>				
Age-Appropriate Learning	Experience-based		Developmental		Competency
DP Description	<i>The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.</i>		<i>The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.</i>		<i>The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.</i>
Assessment Expectation	Participatory		Baseline Proficiency		Enhanced Proficiency
Assessment Purpose	<ul style="list-style-type: none"> • Stimulation and maintenance of an enhanced interest in the CP <p><u>NOTE:</u> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> • Exposure to a broad knowledge base and skill set <p><u>NOTE:</u> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.</p>		<ul style="list-style-type: none"> • Development of a broad knowledge base and skill set as well as introducing reasoning proficiency • Ongoing determination and development of specific specialty areas of interest and capability • Recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP 		<ul style="list-style-type: none"> • Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and cadet program requirements • Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency • Ongoing recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP

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ANNEX B
Assessment of Learning Plan – Phase Four

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 401 – Recognize How the Legal System Affects Youth								
Nil.								
PO 402 – Perform Community Service								
Nil.								
PO 403 – Act as a Team Leader								
403 PC	PO 403	To assess the cadet's ability to act as a team leader.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed acting as a team leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M403.06 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1 and 2 checklists and associated rubrics.	Nil.
PO 404 – Update Personal Activity Plan								
Nil.								
PO 405 – Participate in Recreational Sports								
Nil.								
PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship								
Nil.								
PO 407 – Serve in a Sea Cadet Corps								
Nil.								
PO 408 – Command a Division								
408 PC	PO 408	To assess the cadet's ability to command a division.	Skills	Performance Assessment	The cadet is observed as they command a division, during a parade.	During parades (weekly parade night, parade practices, etc.).	Chapter 3, Annex B, Appendix 2.	Nil.
PO 409 – Instruct a Lesson								
409 PC	PO 409	The purpose of this PC is to assess the cadet's ability to prepare and instruct a 30-minute lesson.	Reasoning proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson.	Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after.	Chapter 3, Annex B, Appendix 3	Assistance is denied.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 420 – Describe Aspects of the Canadian Navy and Maritime Community</i>								
Nil.								
<i>PO 421 – Perform Ropework</i>								
Nil.								
<i>PO 423 – Locate a Position on a Chart</i>								
423 PC	PO 423	The purpose of this PC is to assess the cadet's ability to locate a position on a chart.	Knowledge and Skills	Selected Response and Short Answer	Cadets are required to complete a fixing paper.	Upon completion of lessons related to PO 423.	Chapter 3, Annex B, Appendix 4	Nil.
<i>PO 424 – Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II</i>								
324 EC 01	EO 324.02 and EO 324.04	The purpose of this PC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing.	Reasoning proficiency and Knowledge	Performance Assessment and Personal Communication	The cadet is observed while preparing to go sailing and asked to define terms, describe wind conditions and identify parts and their functions.	On completion of lessons related to EO M324.02 and M324.04.	Chapter 3, Annex B, Appendix 5	Nil
324 EC 02	EO M324.03	The purpose of this PC is to assess the cadet's ability to tie knots and hitches.	Products and Knowledge	Performance Assessment and Personal Communication	The cadet is asked to tie and describe the use of knots and hitches.	Ongoing during conduct of EO M324.03	Chapter 3, Annex B, Appendix 6	Nil
324 EC 03	EO M324.08	The purpose of this PC is to assess the cadets ability to describe the points of sail.	Knowledge	Personal Communication	The cadet is asked to describe the points of sail with the use of diagrams.	On completion of lessons related to EO M324.08	Chapter 3, Annex B, Appendix 7	Nil

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
324 PC	PO 324 (Excluding EO M324.01)	The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.	Skills	Performance Assessment	The cadet is observed throughout the weekend(s) – Use of coach notes and CYA White Sail II Checklist to track and record cadets' skill progression.	Ongoing throughout the weekend(s)	Chapter 3, Annex B, Appendix 8	Nil
<i>PO 425 – Participate in a Nautical Training Weekend</i>								
Nil.								

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ANNEX B, APPENDIX 1
403 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 403 PC Assessment Rubrics, Assessment Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of two parts, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever Phase Four cadets lead cadets through a leadership assignment or appointment.

Leadership Assignment. The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 403 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The formal leadership assignment will be given and assessed using the same rubric.

Leadership Appointment. The formal leadership appointment will be given and assessed using the 403 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

Photocopy the 403 PC Assessment Rubrics.

Photocopy the 403 PC Assessment Checklists.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 403 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgment on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment and appointment.

RESOURCES

- Two 403 PC Assessment Rubrics, and
- As per the leadership assignment or appointment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment or appointment.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Have the cadet conduct the leadership assignment.
4. Using the Assessment Rubrics as a guide, the assessor shall make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT

1. Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).
2. Ensure the cadet understands the leadership appointment.
3. Have the cadet carry out the leadership appointment.
4. Using the Assessment Rubrics as a guide, the assessor shall evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment and make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 403 is a combined result of the leadership assignment and appointment assessments. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment;

- b. **Completed with difficulty.** The cadet had achieved the performance standard by receiving an “incomplete” on not more than four (between both assessments) of the criteria and a minimum of “completed with difficulty” on all other criteria;
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on nine (between both assessments) or more of the criteria; or
 - d. **Exceeded standard.** The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both assessments) or more of the criteria.
2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.
 3. Sign and date the Assessment Checklist.
 4. Ensure a copy of the Assessment Checklists is attached to the cadet’s training file.
 5. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet’s self-assessment on their performance.

Following each assessment, ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment or appointment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklists.



Because of the duration and overall nature of the leadership appointment, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the appointment for final feedback.

**403 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT**

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

**403 PC ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT**

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership assignment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

**403 PC ASSESSMENT CHECKLIST
LEADERSHIP ASSIGNMENT**

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Complete the leadership assignment.	I C	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Name:	Position:
Assessor's Signature:	Date:

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**403 PC ASSESSMENT CHECKLIST
LEADERSHIP APPOINTMENT**

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Name:	Position:
Assessor's Signature:	Date:

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**403 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT**

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

Assessor's Feedback:

PO 403 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than four (between both assessments) of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both assessments) or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 or more of the criteria.

Assessor's Name:	Position:
Assessor's Signature:	Date:

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ANNEX B, APPENDIX 2
408 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 408 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 408 PC Assessment Checklist for each cadet.

Ensure each cadet has received a parade sequence aide-mémoire card (located at A-CR-CCP-604/PF-001, *Phase Four Instructional Guides*, EO M408.03 [Command a Squad]).

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 408 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet commanding a division on parade.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to command a division on parade.

RESOURCES

- 408 PC Assessment Checklist, and
- Parade sequence aide-mémoire card.

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.

Assessments may be conducted throughout the year, during parades (eg, opening parade, closing parade, ceremonial parades).

ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each skill being performed, make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card;
- **Completed without difficulty.** The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card; or
- **Exceeded standard.** The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.
2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas;
 - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty;
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty; or
 - d. **Exceeded standard.** The cadet has achieved the performance standard by exceeding the standard on all objectives.
2. Record notes made in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

408 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Analytical Performance Assessment:	The skill was not attempted or not completed even with assistance.	The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide mémoire card.	The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide mémoire card.	The skill was completed without any difficulty / assistance and required no use of the parade sequence aide mémoire card.
Fall In				
The cadet assumed the proper command position—centred and three paces in front of the division.				
The cadet ordered the division to stand at ease.				
Once the last division was ordered, the cadet turned about, observed the standard pause and stood at ease.				
Inspection				
The cadet ensured the division was at attention.				
The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the division marker.				
The cadet saluted (if required) and reported the division to the RO.				
The cadet guided the RO through the inspection of each rank of the division.				

The cadet saluted (if required) and asked for permission to carry on.				
The cadet returned to the front of the division, centred and three paces in front.				
The cadet ordered the division to close order march and stand at ease.				
The cadet executed an about turn and stood at ease.				
March Past				
The cadet executed all commands given by the parade commander.				
The cadet assumed the correct position in front of the division throughout the march past.				
The cadet correctly delivered all required commands throughout the march past.				
Once commanded to advance, the cadet turned and wheeled into position in front of the division.				
Fall Out				
Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.				

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Assessor's Feedback:

PO 408 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required areas.	The cadet has achieved the performance standard by completing one or more or the required objectives with difficulty.	The cadet has achieved the performance standard by completing all objectives without difficulty.	The cadet has achieved the performance standard by exceeding the standard on all objectives.
Assessor's Name:			Position:	
Assessor's Signature:			Date:	

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ANNEX B, APPENDIX 3
409 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

The course officer shall communicate with the training officer to:

1. place the Phase Four cadets into the Phase One and Phase Two instructor schedules;
2. ensure the cadets are assigned a 30-minute lesson at least two weeks prior to conducting this assessment, to include:
 - a. a lesson specification, and
 - b. an instructional guide; and
3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Review the assessment plan, assessment instructions and 409 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 409 PC Assessment Checklist for each cadet.

Review the lesson content and become familiar with the material prior to assessing the lesson.

PRE-ASSESSMENT ASSIGNMENT

Each cadet shall review the 409 PC Assessment Rubric and Checklist and become familiar with the assessment criteria prior to instructing their lesson.

Each cadet is to prepare to instruct a 30-minute lesson, by:

1. researching lesson content;
2. planning a lesson;
3. developing instructional aids; and
4. preparing the lesson location.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet's level of preparation, classroom management skills, use of instructional methods, use instructional aids and overall instructional techniques.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to prepare and instruct a 30-minute lesson to Phase One and Phase Two cadets in a real-life setting, during a regular training session.

RESOURCES

IAW EO M409.05 (Instruct a 30-Minute Lesson) and the Phase One or Phase Two lesson assigned.

ASSESSMENT ACTIVITY LAYOUT

Classroom or training area large enough to accommodate the entire group.

ASSESSMENT ACTIVITY INSTRUCTIONS



This PC is assessed during EO M409.05 / EO C409.02 (Instruct a 30-Minute Lesson), or any additional opportunity thereafter.

Each cadet, prior to the start of EO M409.05 (Instruct a 30-Minute Lesson), will be required to:

1. research lesson content;
2. plan a lesson;
3. develop instructional aids; and
4. set up the lesson location.

During the time allotted for this lesson each cadet will:

1. provide a copy of their written lesson plan to the assessor;
2. instruct a 30-minute lesson by:
 - a. introducing the lesson;
 - b. presenting the content of the lesson
 - c. confirming the knowledge / skills learned during the lesson; and
 - d. concluding the lesson; and
3. participate in a individual feedback session with the assessor upon completion of the lesson.

Using the 409 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 409 PC Assessment Checklist.



Should any content errors or omissions be made during the conduct of the lesson, the assessor shall take appropriate actions to ensure the cadets receive the correct information.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:
 - a. **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;
 - b. **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;
 - c. **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria;
 - d. **Exceeded Standard.** If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist and “exceeded standard” on seven or more of the criteria;
2. Record notes made in the assessor’s feedback section of the assessment checklist.
3. Sign and date the assessment checklist.
4. Ensure a copy of the assessment checklist is attached to the cadet's training file.

PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the 409 PC Assessment Rubric and Checklist.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

409 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was not suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. 	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivate	The cadet did not attempt re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Set up the lesson location	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Emotional learning environment	I D C E	
Effective use instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivate	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

PO 409 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

ANNEX B, APPENDIX 4
423 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 423 PC Assessment Checklist, 423 PC Worksheet, and the 423 PC Worksheet Answer Key and become familiar with the material prior to conducting the assessment.

This PC will be conducted during two periods set aside for this PC.

Photocopy the 423 PC Assessment Checklist and 423 PC Worksheet for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Selected response (short answer) and performance assessment were chosen to assess the cadet's ability to locate a position on a chart.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to locate a position on a chart.

RESOURCES

- Navigation Instruments,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,*
- 423 PC Worksheet (Chart 3441 Fixing Paper), and
- 423 PC Worksheet - Answer Key (Chart 3441 Fixing Paper).

ASSESSMENT ACTIVITY LAYOUT

Place *Chart 3441* and navigation instruments on each table.

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadet is required to complete this PC independently. Questions to the instructor are permitted to clarify or amplify information found in the PC.

If the class is too large to be accommodated by equipment available, split the group into two groups and have one group work on Section D while the other group works on the other sections. Once both groups are completed, they can switch. Account for time limit accordingly.



The cadet may be provided limited assistance (eg, general reminders, guided questions).

1. Cadets will complete the fixing paper individually.
2. Distribute a fixing paper to each cadet.
3. Cadets will have 55 minutes to complete the fixing paper.
4. Once the fixing paper is complete, correct the cadets' answers using the answer key.
5. Fixing paper will be scored out of a total of 60 points. Marking criteria for the fixing paper will be:
 - a. **Section A.** One point for each correct response, for a total of eight points.
 - b. **Section B.** Three points for each correct response (plus or minus 0.5 NM) for a total of six points.
 - c. **Section C.** Three points for each correct response (plus or minus 10 minutes), for a total of six points.
 - d. **Section D.** Possible six points per fix for a total of 36 points. Marking criteria for each fix will be:
 - (1) two points for accuracy,
 - (2) one point for accuracy of the navigational track,
 - (3) two points for accuracy of DRs, and
 - (4) one point for correct labelling.
 - (5) two points for correctly answering the bonus question.
6. Record the results of the on the Assessment Checklist.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - a. **Incomplete.** The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent (36 / 60) in three attempts or did not attempt the PC;
 - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) or more but required more than one attempt;
 - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) but less than 90 percent (54 / 60) on the first attempt; or
 - d. **Exceeded standard.** The cadet has achieved the performance standard by completing the PC with a mark of 90 percent (54 / 60) or more on the first attempt.
2. Record notes made in the assessor's comments section of the Assessment Checklist.
3. Sign and date the Assessment Checklist. Indicate the level of performance on the Phase Four Qualification Record, located in Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the Assessment Checklist.

S351 PC WORKSHEET – ANSWER KEY**CHART 3441 FIXING PAPER****Section A**—Find the required information on the chart:What is the scale of this chart? **1 : 40 000**How are depths measured in this chart? **In metres**

What date was the Traffic Separation Scheme revised from Victoria to Vancouver?

July 1, 2005

Identify the chart numbers for:

Eastern end of President Channel: **Chart 18421 USA**Bedwell Harbour: **Chart 3477**Fulford Harbour: **Chart 3478**Areas North of Burgoyne Bay: **Chart 3442**What is the date this chart has been corrected to? **October 10, 2008****Section B**—Measure the distance:

Number	From	To	Distance
1.	Dock I. light 48° 40.50' N 123° 21.40' W	Canoe Rk. Light 48° 44.00' N 123° 20.43' W	3.88 NM
2.	Gowlland Pt. light 48° 44.15' N 123° 11.05' W	Turn Pt. light 48° 41.34' N 123° 14.25' W	3.6 NM

Section C—Find the latitude and longitude or symbols specified:

Number	Latitude	Longitude	Symbol
1.	48° 41.34' N	123° 14.25' W	Turn Pt. light
2.	48° 45.9' N	123° 18.3' W	Beddis Rk.

Section D— Plot the following fixes complete with navigational track and two DRs (at 6 and 12 minutes):

Time	Fix	Symbol for accuracy check
0700	48° 36.00' N 123° 04.00' W Course 014° Speed 4 knots	Parallel and Meridian lines
0800	LHE Flattop I. 072° Pt. Disney 002° Course 330° Speed 6 knots	Presidents Channel 158 m mark
0900	Sandy Pt. 000° Pt. Disney 109° Course 330° Speed 6 knots	Cowlitz Bay on Waldron Island
1000	Taylor Pt. 341° RHE Java I. 005° Course 245° Speed 6 knots	MSh mark under Boundary Pass
1100	Turn Pt. light 025° Pt. Fairfax light 315° Course 160° Speed 15 knots	Lower left corner Special Note symbol in Haro Strait
1200	48° 36.60' N 123° 10.40' W Course 335° Speed 11 knots	Roche Harbor on San Juan Island

**** **BONUS QUESTION** ***

Which of the fixes in Section D will place you "aground" after you DR? **1200 fix**

423 PC WORKSHEET
CHART 3441 FIXING PAPER

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

Section A—Find the required information on the chart:

What is the scale of this chart? _____

How are depths measured in this chart? _____

What date was the Traffic Separation Scheme revised from Victoria to Vancouver?

Identify the chart numbers for:

- a. Eastern end of President Channel: _____
- b. Bedwell Harbour: _____
- c. Fulford Harbour: _____
- d. Areas North of Burgoyne Bay: _____
- e. What is the date this chart has been corrected to? _____

Section B—Measure the distance:

Number	From	To	Distance
1.	Dock I. light 48° 40.50' N 123° 21.40' W	Canoe Rk. Light 48° 44.00' N 123° 20.43' W	
2.	Gowlland Pt. light 48° 44.15' N 123° 11.05' W	Turn Pt. light 48° 41.34' N 123° 14.25' W	

Section C— Find the latitude and longitude or symbols specified:

Number	Latitude	Longitude	Symbol
1.			Turn Pt. light
2.	48° 45.9' N	123° 18.3' W	

Section D—Plot the following fixes complete with navigational track and two DRs at 6 and 12 minutes):

Time	Fix
0700	48° 36.00' N 123° 04.00' W Course 014° Speed 4 knots
0800	LHE Flattop I. 072° Pt. Disney 002° Course 330° Speed 6 knots
0900	Sandy Pt. 000° Pt. Disney 109° Course 330° Speed 6 knots
1000	Taylor Pt. 341° RHE Java I. 005° Course 245° Speed 6 knots
1100	Turn Pt. light 025° Pt. Fairfax light 315° Course 160° Speed 15 knots
1200	48° 36.60' N 123° 10.40' W Course 335° Speed 11 knots

****** BONUS QUESTION *****

Which of the fixes in Section D will place you "aground" after you DR? _____

423 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

Assessor's Feedback:

Fixing Paper Mark: _____ %

PO 423 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent in three attempts or did not attempt the PC.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent or more but required more than one attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent but less than 90 percent on the first attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 90 percent or more on the first attempt.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

Annex B, Appendix 5
324 EC 01
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen to assess the cadet's reasoning and required knowledge to safely prepare for sailing.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this EC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing IAW CYA White Sail Level II standards.

RESOURCES

IAW EO M324.02 and EO M324.04.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

This EC can be conducted on an ongoing basis, at any point following the completion of training related to EO M324.02 and EO M324.04.. The EC is intended to be conducted during regular training time while cadets are preparing to go sailing. Completion of this EC is tracked using the group checklists found in this appendix.

1. Observe each cadet while rigging their sailboats to determine whether they understand the functions of the of the different parts and equipment that they are handling;
2. Ask each cadet to identify and explain in basic terms, the function of each part on the checklist;
3. Ask each cadet to define, in the own words, the meaning of the terms found on the checklist; and
4. Ask each cadet to provide the approximate wind speed based on the four types of wave conditions.

POST-ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist).

ASSESSMENT FEEDBACK

As this EC is intended to be ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

324 EC 01 Assessment Checklist – Part 1 (Parts and Functions)

Name	Parts of the Hull											Parts of the Rigging										Parts of the Sails								
	Hull	Bow	Stern	Transom	Fairlead	Rudder	Centreboard /Daggerboard	Tiller	Tiller Extension	Auto bailer	Painter	Hiking Strap	Mast	Boom	Block	Shackle	Cleat	Shroud	Boom Vang	Traveler/Bridle	Spreader	Forestay	Goose Neck	Mainsail	Jib Sail	Mainsheet	Jib Sheet	Main Halyard	Jib Halyard	
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														
7.																														
8.																														
9.																														
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21.																														
22.																														
23.																														
24.																														

Coach fills in boxes with: ND = Not Demonstrated D = Demonstrated DC = Demonstrated Consistently

324 EC 01 Checklist – Part 2 (Terminology, Wind and Waves)

Name	Terminology													Wind and Waves	
	Heading Up	Luffing	Head to Wind	Heeling	Hiking	Tacking	Beating	Bearing Away	Gybing	Windward	Leeward	Skipper	Crew	Helmsman	Judge wind speed given the wave conditions
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															
21.															
22.															
23.															
24.															

Coach fills in boxes with: ND = Not Demonstrated D = Demonstrated DC = Demonstrated Consistently

Annex B, Appendix 6**324 EC 02****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Product assessment was chosen to assess the correctness of the knots and hitches that the cadet ties.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this EC is to assess the cadet's ability to tie knots and hitches IAW CYA White Sail Level II standards.

RESOURCES

IAW EO M324.03.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

This EC can be conducted on an ongoing basis, at any point following the completion of training related to EO M324.03. The EC is intended to be conducted during regular training time while cadets are preparing to go sailing. Completion of this EC is tracked using the group checklists found in this appendix.

1. Observe each cadet while rigging their sailboats and ask them to tie rolling hitch and a sheet bend; and
 2. Ask each cadet to describe what the rolling hitch and sheet bend are used for.
-

POST-ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist).

ASSESSMENT FEEDBACK

As this EC is intended to be ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

324 EC 02 Assessment Checklist (Knots, Bends and Hitches)

Name	Rolling Hitch		Sheet Bend	
	Tie in 10 seconds	Describe Use	Tie in 10 seconds	Describe Use
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				

Coach fills in boxes with:

ND = Not Demonstrated

D = Demonstrated

DC = Demonstrated Consistently

Annex B, Appendix 7**324 EC 03****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Personal communication and / or performance assessment were chosen to assess the cadet's knowledge of points of sail.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this EC is to assess the cadet's ability to describe the points of sail IAW CYA White Sail Level II standards.

RESOURCES

IAW EO M324.08.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

This EC is intended to be carried out during the conduct of lessons related to EO M324.08, however, it can be conducted on an ongoing basis, at any point following said lessons. The EC is intended to be conducted during regular training time. Completion of this EC is tracked using the group checklists found in this appendix.

1. Ask each cadet to identify each point of sail using a diagram;
 2. Ask each cadet to describe the sail and centreboard / daggerboard adjustment required for each point of sail; and / or
 3. Observe each cadet making the required centreboard / daggerboard adjustments while sailing.
-

POST-ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist).

ASSESSMENT FEEDBACK

Feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

324 EC 03 Assessment Checklist (Points of Sail)

Name	Points of Sail						
	Irons	Close Hauled	Close Reach	Beam Reach	Broad Reach	Running Free	Sailing by the Lee
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
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16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							

Coach fills in boxes with:

ND = Not Demonstrated

D = Demonstrated

DC = Demonstrated Consistently

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Annex B, Appendix 8**324 PC****ASSESSMENT INSTRUCTIONS**

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Performance assessment was chosen to observe cadets performing the required skill(s) and make a judgement on the quality of the performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.

RESOURCES

IAW PO 324.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

This PC is ongoing. Coaches observe the cadets during the conduct of activities during training. Coaches use the checklist found in this appendix as a guide and maintain notes on each cadet to track skill progression. A group checklist is also available on the CYA website that may also be used in concert with the coaches notes to track the progress of the cadets as a group.

As the PC is ongoing and deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply.

POST-ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

Upon completion of the assessment, the checklist is completed and signed by the coach.

The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:

- **Incomplete.** If anything on the checklist was not demonstrated;
- **Completed with Difficulty.** If all items on the checklist were demonstrated but less than 60% were demonstrated consistently;
- **Completed without Difficulty.** If all items on the checklist were demonstrated and 60% or more were demonstrated consistently; or
- **Exceeded Standard.** If all items on the checklist were demonstrated consistently.

ASSESSMENT FEEDBACK

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

Upon completion of the PC each cadet shall be debriefed on their results and provided with a copy of the completed checklist.



CANADIAN YACHTING ASSOCIATION

MARCH 2003

WHITE SAIL II PRACTICAL SKILLS CHECKLIST

Date:	Training Hours:	Name:
Average Wind speed :		Boat Type:
D.O.B: (D/M/Y)		Evaluation: WS II or WS II IP

The LTS/R committee recommends that sailors spend a minimum of 20 hours completing the skills below before moving on to the white sail III skills. Advancement prior to completion of the 20-hour practice time is authorized when a sailor can demonstrate all skills consistently.

SKILLS		- Not Demonstrated (ND) - Demonstrated (D) - Demonstrated Consistently (DC)					
ASHORE		ND	D	DC	ND	D	DC
Parts of the Hull	Hull				Daggerboard		
	Bow				Tiller		
	Stern				Tiller Extension		
	Transom				Auto bailer		
	Fairlead				Painter		
	Rudder				Hiking Strap		
Rigging Items	Mast				Boom Vang		
	Boom				Traveller/Bridle		
	Block				Spreader		
	Shackle				Forestay		
	Cleat				Goose Neck		
	Shroud						
Sails	Mainsail				Jib Sheet		
	Jib Sail				Main Halyard		
	Mainsheet				Jib Halyard		
Knots	Tie a rolling hitch in 10 sec.				Tie a sheet bend in 10 sec.		
Comments							
SKILLS					Not Demonstrated	Demonstrated	Demonstrated Consistently
AFLOAT							
Leave Dock	Skipper identifies the wind direction.						
	Good route planning & control.						
	Proper skipper commands.						
	Crew assist skipper.						
Returning to a Dock	Good route planning & control.						
	Proper skipper commands.						
	Sails are lower prior to docking.						
	Approaches head to wind.						
	Soft contact with dock.						
Comments							



SKILLS		- Not Demonstrated (ND) - Demonstrated (D) - Demonstrated Consistently (DC)					
AFLOAT		ND	D	DC	ND	D	DC
Helming Skills	Beating				Close Reach		
	Running				Beam Reach		
	Tacking				Broad Reach		
	Gybing				Starboard Tack		
	Stopping				Port Tack		
	Hiking				Bearing Away		
	Luffing				Heading Up		
Crewing Skills	Sail Trim				Daggerboard		
	Boat Trim				Lookout		
Comments							
SKILLS					Not Demonstrated	Demonstrated	Demonstrated Consistently
Sailing by the Lee	Skipper maintains a straight course						
	Crew prevents the boom from gybing.						
Waves	Identify the four general types of waves conditions.						
	Identify the wind speed given the waves.						
Terminology	Point to windward.						
	Point to leeward.						
	Point to the skipper.						
	Point to the helmsperson.						
Comments	Point to the crew.						
Recovery of a Turtled boat	Check the crew.						
	Maintain a grasp of the boat.						
	Crew to bow.						
	Skipper grasp jib sheet to right						
	Skipper to dagger/centerboard.						
	Sailboat kept head to wind.						
	Right boat under control.						
	Quick entry over transom area.						
	Bail Sailboat.						
Recover paddles and bailer.							
Comments							

Head Instructor:

Instructor:

Instr #

Instr #

Assessor's Feedback:

PO 324 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet did not achieve the performance standard.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated but less than 60% were demonstrated consistently.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated and 60% or more were demonstrated consistently.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated consistently.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

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