



# **Diploma in Maritime Studies: Sea Fishing — GG10 45 (SCQF level 5)**

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## History of changes

Version number	Date	Description
02	February 2014	Amendment to Assessment Strategy link on page 4.

## About this guide

This guide provides some practical examples of how to assess your learners for the Award/Certificate/Diploma in Maritimes Studies: Sea Fishing.

It explains requirements applicable to the whole qualification or a number of Units in the qualification, where appropriate.

You may be able to think of other ways of assessing your learners and recording your decisions about their competence. For example, while it is a requirement for all Assessment Criteria in each Unit to be assessed; there is still the option for holistic assessment across Units, where appropriate.

The assessment guidance contains some general examples of assessment practice that are typical to most job roles. Evidence Requirements for the Units in this qualification may be found in the appendix to this assessment guidance and/or can be accessed from *SQA Secure*.

Centres are reminded that it is their responsibility to ensure that assessments are appropriate and that quality assurance procedures are followed.

## Unit specification

A standard Unit specification template is used in this qualification. The template contains both mandatory and optional sections. The latter may only be required in certain developments.

The Unit specification template is explained below:

<b>Title</b>	<i>This is the Ofqual accredited Unit title.</i>	<b>MANDATORY</b>
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<i>Learning Outcomes set out what a learner is expected to know, understand or be able to do as the result of a process of learning.</i>	<i>Assessment Criteria specify the standard a learner is expected to meet to demonstrate that the Learning Outcomes of that Unit have been achieved.</i>	
	<i>All Assessment Criteria must be achieved.</i>	
<b>Additional information about the Unit</b> <i>Appropriate additional information may be added here.</i>		
<b>Unit purpose and aim(s)</b> <i>This provides a succinct summary of the Learning Outcomes of the Unit.</i>		<b>OPTIONAL</b>
<b>Details of the relationship between the Unit and other standards or curricula</b> <i>This will only be completed where there are relevant other professional standards or curricula.</i>		
<b>Assessment requirements specified by a sector or regulatory body</b> <i>This will only be completed where a particular approach to assessment is required to meet the requirements of one or more qualifications.</i>		

**Assessment (evidence) Requirements:**

*This section outlines the types of evidence that learners must produce, how much evidence is required and where applicable, any restrictions on the way in which the evidence must be produced, ie the conditions of assessment, to meet the requirements of the Assessment Criteria.*

**Guidance on Instruments of Assessment:**

*Instruments of Assessment should be selected to meet the evidence required by the Assessment Criteria within the Unit. In this section, some Instruments of Assessment may be suggested. However, their use is not mandatory.*

## Who is involved in this qualification?

There are several roles:

- Learner:** the person who wants to achieve the qualification (eg an employee)
- Assessor:** the person who assesses the learner and decides if they are competent (eg supervisor)
- Internal verifier:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- External Verifier:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the qualification

### Requirements specific to this qualification

Different Units may require different assessment approaches, for example, some Units will have knowledge-based assessments, whereas others may have performance-based approaches.

In some qualifications, we must also apply any requirements specified by the relevant Sector Skills Council (SSC) or Standard Setting Body (SSB) in their Assessment Strategy which outlines the way in which Units are assessed.

The following Assessment Strategy applies to this qualification:

- ◆ Maritime Assessment Skills Assessment Strategy developed by the Maritime Skills Alliance

The Assessment Strategy can be found at SQA's website

<http://www.sqa.org.uk/sqa/64778.html?sector=371> (located at the bottom right of page).



## **The steps involved in assessing a learner for this qualification**

In deciding whether a learner should get a qualification, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the learner's competence in the Units
- ◆ judging the evidence of the learner's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the learner's achievement

# 1 The Diploma in Maritime Studies: Sea Fishing — SCQF level 5

The Diploma in Maritime Studies: Sea Fishing in has been developed by the Maritime Skills Alliance (MSA) and is intended for people in the Maitime Sector.

These people may be working as:

- ◆ trainee deckhands (deckie learners) on a fishing vessel or crew on any other seagoing vessel

There are no skills, knowledge or other particular requirements other than an interest in the sea and related activities

The Diploma is designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the Diploma is likely to be delivered include:

- ◆ on board a vessel both at sea and in port and simulated conditions at an approved training centre

Underpinning knowledge will be delivered in a college facility using appropriate materials and examples.

These qualifications are based on the current Maritime NOS and the international requirements for seafarers regulated by the Maritime and Coastguard Agency, the UK Seafarers Regulatory Authority.

## Structure of the Diploma

This section lists the Units which form the Diploma in Maritime Studies: Sea Fishing.

To achieve the whole qualification, learners must prove competence in 11 mandatory Units, 1 optional Unit.

### Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H0J9 04	5	6	MSA 1	Maritime Employment, Environmental and Health and Safety Practice
H0JA 04	4	4	MSA 2	Maritime Sector Overview
H0JB 04	5	9	MSA 3	Vessel, Ropework, Anchoring and Mooring Operations
H0JC 04	5	2	MSA 4	Securing a Vessel for a Passage
H0JD 04	5	3	MSA 5	Vessel Construction and Stability
H0JE 04	5	2	MSA 13	Survival in the Water During Maritime Emergencies
H0JG 04	5	1	MSA 15	Maritime Security
H0JH 04	5	2	MSA 16	Emergency First Aid in Response to Maritime Accidents or Medical Emergencies
H2TH 04	5	12	MSA 18	Assemble, Operate and Maintain Fishing Gear
H2TJ 04	5	4	MSA 19	Receiving, Handling and Stowing the Catch on a Fishing Vessel
H2TG 04	5	5	MSA 20	Communicate Using Equipment and Visual Means

### Optional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H0JF 04	5	6	MSA 14	Vessel Fire Prevention and Fire Fighting (STCW)
H2TL 04	4	2	MSA 17	Maritime Fire Prevention and Fire Actions

### Additional Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H2TK 04	4	3	MSA 22	Assist with Cooking on a Fishing Vessel

## **Why would people be interested in the qualification?**

People will take this qualification for a variety of reasons: to gain promotion, to prepare for an occupational role, or for personal development. There will be other reasons too. One of the first things to do is to find out why your learners want to do the qualification, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your learners, they might help you to do this.

## **How do learners begin?**

### **Choosing the right qualification**

You should make sure that learners get guidance before starting out on this qualification — they need advice to ensure, for example their existing job remit, skills, experience, and their plans for progression, are matched to the qualification selected. It does not have to be you as the assessor, who carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the learner are also considered.

## 2 Preparing to assess this qualification

This section offers practical advice on how to begin to go about assessing your learners for this qualification. This advice is offered as examples of good practice — you may develop your own approaches to assessing your learners which also work well.

### Your role and your learner's role

Assessing the qualification will involve several stages. Both you and the learner should be clear on your roles in the assessment process before you begin.

#### Your role

- ◆ ensure learners understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help learners to identify and gather evidence
- ◆ observe and record learners carrying out the activities described in the Units — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the learner's own work
- ◆ question learners and record results
- ◆ help learners to present evidence
- ◆ authenticate the evidence learners provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in learners' competence
- ◆ provide feedback to learners throughout the assessment process
- ◆ record achievement

#### Learners' role

- ◆ prepare for assessment — become familiar with the Units, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

## Planning

In planning for assessment, you will find it helpful to meet with your learner and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your learner.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your learner.

As you are planning assessment, don't forget to make the most of opportunities to integrate assessment. This means planning to assess an activity which draws on the contents of different Units or Learning Outcomes. It can be a practical and cost-effective way of assessing your learner's competence.

To help you plan for assessment, we have produced an assessment plan which covers a typical health and safety Unit. This Unit is not part of this qualification. It is included as guidance only. Examples relevant to this Unit are used throughout the rest of this assessment guidance.

## Structure of the Unit

Unit	Promote a Culture of Health and Safety in the Workplace	
Learning Outcome — the learner will:	Assessment Criterion — the learner can:	
<b>1 Be able to develop plans to promote a health and safety culture in the workplace.</b>	1.1 Identify where improvements and changes may be necessary. 1.2 Identify how information on health and safety instructions and regulations are currently communicated. 1.3 Identify current level of understanding and support for health and safety instructions and procedures. 1.4 Develop a plan based on findings to include performance measures, review dates and resources. 1.5 Include in the plan opportunities for promoting the advantages and legal necessity of following health and safety procedures.	
<b>2 Implement the plan to promote a health and safety culture in the workplace.</b>	2.1 Present the plan to the responsible people for the workplace to gain their support. 2.2 Identify those in the workplace who will require advice about the plan to promote a health and safety culture in the workplace. 2.3 Ensure that relevant information and advice is provided at a timely way and provide opportunities for encouraging ideas on good practice. 2.4 Measure the effectiveness of the plan against past and present performance.	

## Assessment plan

<b>Unit</b>	Promote a Culture of Health and Safety in the Workplace				
<b>Learning Outcomes</b>	1 Be able to develop plans to promote a health and safety culture in the workplace. 2 Implement the plan to promote a health and safety culture in the workplace.				
<b>Activities</b>	<b>Assessment Criteria</b>	<b>Method of assessment/Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (Assessment Criteria)</b>
Conduct a review of currently available health and safety documentation and procedures to ensure understanding (ie staff handbooks, induction information etc).	1.2	Review documentation (product evidence)  Question and Answer	By 24/01/11  09/02/11 (first review)		
Conduct a review of the working environment.	1.2	Observation of review  Question and Answer	21/01/11  21/01/11		
Devise a questionnaire for all staff to identify current level of understanding and support. Staff complete questionnaire.	1.3	Questionnaire (product evidence)	By 24/01/11		
Attend health and safety meetings.	1.2	Personal statement	By 24/01/11		
Develop a plan based on findings.	1.1, 1.4, 1.5, 2.2	Plan	By 18/02/11		



## Assessment plan (cont)

Activities	Assessment Criteria	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Assessment Criteria)
Present plan to the responsible people.	2.1	Observation of presentation. Witness testimony of those 'presented' to.	22/02/11		
Run focus groups with staff to ensure relevant information and advice is provided.	2.3	Observation of focus group.	16/03/11		
Staff complete questionnaire to compare against previous findings. Conduct a re-review of working environment.	2.4	Findings of completed questionnaire compared to previous results (product evidence).	By 20/03/11		
Use performance measures as indicated in plan (such as % of dangerous occurrences) to measure effectiveness of plan.	2.4	Report on performance measure comparisons (product evidence).	By 20/03/11		

<b>Assessor's signature</b>	<u>Peter Hoskins</u>	<b>1st review due</b>	<u>09/02/11</u>
<b>Learner's signature</b>	<u>Paul Lee</u>	<b>2nd review due</b>	<u>16/03/11</u>
<b>Date of agreement</b>	<u>05/01/11</u>	<b>Date of completion</b>	<u>01/04/11</u>

# Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the Units
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different learners, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a learner, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing qualifications in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the learner the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ familiarity with working environment
- ◆ familiarity between learner and assessor
- ◆ assessment supports valid work practices

The challenges might be:

- ◆ staff co-operation to complete required documentation/provide information
- ◆ time commitments

## Example

You could agree with a learner working in an engineering firm who has to ensure that relevant information and advice on health and safety is provided in a timely way, that this will be carried out by **observation** when situations arise. If you are an assessor who is working alongside the learner you should be well placed to observe the learner's performance, perhaps using a prepared checklist, and to question the learner about the situation afterwards.

## Methods of assessment

Assessment may involve a range of assessment methods. For this qualification, some of the most commonly used methods are observation, product evidence, and questioning.

### Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the learner
- ◆ arranging to visit when naturally-occurring activities are carried out by the learner
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of learners as they carry out naturally-occurring activities.

#### Example

Observation could be used for assessment of this Unit in a variety of ways such as:

- ◆ Assessor could observe the learner undertaking a review of the work environment. The learner is undertaking this review to identify how information on health and safety instructions and regulations are currently communicated. The assessor can note if the learner 'misses' any key factors to support this Assessment Criteria and can also use question and answer techniques alongside this observation to see what the learner did/did not notice.
- ◆ Assessor could observe the learner presenting the plan resulting from the findings of the review to the responsible people. The structure and the clarity of this presentation would be important for the assessor to observe.

### Product evidence

As learners work towards achieving the qualification, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the learner's job entails, but examples of product evidence include:

#### Example

- ◆ The plan to promote a health and safety culture.
- ◆ A questionnaire for all staff to identify how information on health and safety instructions and regulations are currently communicated.
- ◆ Report on performance measures comparison (past and present performance) to review the effectiveness of the plan.

## Questioning

Learners have to show that they can meet the knowledge specifications for the qualifications. Much of a learner's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case and questioning can be a useful way of confirming what learners know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the qualification and become a barrier to fair assessment. For example, some learners will feel more comfortable with oral questions than written.

### Example

Oral questioning examples for this Unit:

- Q** Whilst observing you undertaking your review of the workplace, I noticed you referenced a trip hazard as a potential problem. Could you explain how you would provide support/information to promote a culture of health and safety so that such a hazard is removed?
- A** I would talk to the staff about both short and long-term solutions to the problem, asking them why the trip hazard is there in the first place. If it needs to stay there, then in the short-term they need to look at adequate signage, but in the long-term there needs to be a solution that removes the trip hazard, this may involve moving equipment, adding extra plug sockets, etc.
- Q** Having completed your review, how would you rate the way health and safety information is currently communicated to the workforce within your organisation?
- A** I'd say that currently the communication with regard to health and safety is adequate; there are some good practices, but there are also plenty of opportunities for improvement.

## Other methods of assessment

These methods, like questioning, are often used for authentication. See Section 3 for more about authenticating learners' evidence.

## Personal statements

You might sometimes find it helpful to ask a learner to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking learners to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

### Example

A personal statement could be used as part of the assessment methodology for this Unit to provide an opportunity for the learner to 'write up'/evaluate his attendance at the health and safety meeting. The learner could be asked to include this in their personal statement showing how the meeting contributed to the plan. Similarly following the focus groups a personal statement could provide evidence of findings and why the learner then suggested particular activities within the plan.

## Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your learners, but might feel that other people may be able to provide a statement on what your learners have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by learners. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest	Someone with considerable occupational expertise in the learner's area of work and who is familiar with the Units. This person may also be an appropriately qualified assessor and internal verifier.
	Someone with considerable occupational expertise in the learner's area of work and who is familiar with the Units.
	Someone with considerable occupational expertise in the learner's area of work, but with no knowledge of the Units.
	Someone who may be a colleague of the learner, but with no knowledge of the Units.
Weakest	Someone with no or little knowledge of the learner's work or no knowledge of the Units.

Witness testimony is unlikely to be sufficient in itself for a decision about the learner's competence, and would normally be supplemented by questioning learners.

## **Simulation**

*Simulation* is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a learner in real work. Examples might be where the standards require learners to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a learner's job role does not cover all aspects of the qualification.

More information on the use of simulation and the description of a realistic working environment can be found in the 'Requirements specific to this qualification' section on page 4 of this assessment guidance.

## **Other sources of evidence**

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guide to Assessment* (see Section 5) has more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

### 3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the learner's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and learner responses
- ◆ personal statement (produced by the learner)
- ◆ witness testimony

There are blank forms which you can copy and use in Appendix 2.

## **Observation**

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.



## Observation record

<b>Unit/Learning Outcome(s)</b>	Promote a Culture of Health and Safety in the Workplace
<b>Learner</b>	Paul Lee
<b>Evidence index number</b>	4
<b>Date of observation</b>	21/01/11

Skills/activities observed	Assessment Criteria covered
<p>A thorough review of the workplace environment was carried out by Paul. This review included the observation of current posters, signage, etc that was displayed in the environment. Paul also spoke to several employees to ask them about how information on instructions and regulations was communicated to them.</p> <p>Paul made comprehensive notes during the review.</p>	<p>1.2 Identify how information on health and safety instructions and regulations are currently communicated.</p> <p>1.3 Identify current level of understanding and support for health and safety instructions and procedures.</p>

### Knowledge and understanding apparent from this observation

#### Current communication strategies in respect of health and safety

Paul completed a thorough review which will support the development of a plan to promote a health and safety culture within the organisation.

#### Current level of understanding and support for health and safety instructions and procedures

Through his insightful discussions with employees as he conducted his review Paul was able to identify the current level of understanding and support for health and safety within the organisation which will all make a valuable contribution to the development of his plan.

### Other Units/Learning Outcomes to which this evidence may contribute

### Assessor's comments and feedback to learner

The review and supporting notes you have completed Paul clearly demonstrate that you can: identify how instructions and regulations are currently communicated and where improvements and changes may be necessary.

Well done.

I can confirm the learner's performance was satisfactory.

**Assessor's signature** Peter Hoskins **Date** 21/01/11

**Learner's signature** Paul Lee **Date** 21/01/11

## **Questions and learner responses**

This form can be used to record any questions you might ask the learner to establish what they know and understand. You should note the learner's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the learner written questions, this form could also be used.

## Record of questions and learner's answers

<b>Unit</b>	Promote a Culture of Health and Safety in the Workplace
<b>Learning Outcome(s)</b>	
<b>Evidence index number</b>	6
<b>Circumstances of assessment</b>	
<p>First review session with learner.</p> <p>(Considering Assessment Criteria: 1.2 and 1.3 in particular)</p>	
<b>List of questions and learner's responses</b>	
<b>Q</b>	Having completed your review of the workplace how would you rate the way health and safety information is currently communicated to the workforce within your organisation? Can you support your view?
<b>A</b>	I'd say that currently the communication with regard to health and safety is adequate, there are some good practices, but there are also plenty of opportunities for improvement.
<b>Q</b>	Having completed your review, spoken to employees and collated the results of your questionnaire what would you say is the current level of understanding and support for health and safety instructions and procedures?
<b>A</b>	Generally the understanding of health and safety instructions and procedures is good. All employees remembered the information they had been given at induction, they could show me the relevant sections within the staff handbook and they were aware of the importance of health and safety. However in some of the operational areas there are instances where standards have begun to slip and shortcuts are being made. When I develop my plan I will need to focus on opportunities for promoting the advantages and legal necessity of following health and safety procedures. I'm sure management will support me with this.

**Assessor's signature** Peter Hoskins **Date** 16/03/11

**Learner's signature** Paul Lee **Date** 16/03/11

## **Learner's personal statement**

If a personal statement is being used as evidence, it should be completed by the learner. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the learner should record how the statement links to other evidence in the column provided.

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Learning Outcomes, Assessment Criteria covered
24/01/11	5	<p>Having attended the health and safety meeting today, I have been able to identify further how information on health and safety instructions and regulations are currently communicated. I think the meeting also improved my awareness of the current level of understanding and support for health and safety. Clearly the management team is very supportive of all health and safety issues and this was highlighted in a report discussed at the meeting about an incident at another factory.</p> <p>The meeting has also clarified my thoughts on providing opportunities to promote the advantages and legal necessity of following health and safety procedures. Having attended the meeting I feel more able to include these in my plan.</p>	4 and 6	1.2

Learner's signature

*Paul Lee*

Date

*24/01/11*

## **Witness testimony**

Remember when you begin to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a learner's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the learner (eg supervisor, client) address, telephone number and the date. There is space for this information in the form.

## Witness testimony

<b>Qualification title and Level</b>	Promote a Culture of Health and Safety in the Workplace
<b>Learner's name</b>	Paul Lee
<b>Evidence index no</b>	7
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Learning Outcome(s)</b>	
<b>Date of evidence</b>	18/02/11
<b>Name of witness</b>	Dave Mulvaney (on behalf of senior management team)
<b>Designation/relationship to learner</b>	Senior manager responsible for health and safety, line manager of Paul Lee
<b>Details of testimony</b>	
<p>Paul has provided a very insightful and detailed plan to support the promotion of a culture of health and safety within the organisation. Paul has made some good recommendations about how the communication of health and safety information could be improved; he has based this on some sound research, including a detailed audit, discussions with staff and the results of a staff questionnaire. Paul has clearly used his knowledge and understanding of health and safety and the organisation to include within his plan new and innovative opportunities for promoting health and safety within the organisation.</p> <p>The senior management team has agreed Paul's plan and recommended that he takes this forward.</p>	

I can confirm the learner's performance was satisfactory.

**Witness's signature** Dave Mulvaney **Date** 24/02/11

**Witness** (please select the appropriate box):

- Holds appropriate qualifications
- Is familiar with the Units to which the learner is working

## Filling the gaps

There may come a time when your learner has provided evidence for most of the Unit (or qualification), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

You may be able to overcome this by extending the time period for the overall completion of the Unit, so that the learner has adequate time to provide relevant information and advice when it is needed. If acceptable, evidence may be gathered through simulation or opportunities to take on different roles within the organisation.

## Guidance and support to learners

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the Units relating it to the evidence provided.

Where there are any shortfalls in a learner's competence, you should discuss these with your learner and make plans for re-assessment.

## Judging learner evidence and making an assessment decision

In judging learner evidence, you must be satisfied that your learners can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your learner understands and applies the knowledge evidence and how this links to assessment evidence.

Evidence must:

- ◆ be relevant to qualification and be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the learner's competence

### Insufficient evidence

You have to judge whether the learner has produced enough evidence required by the Units for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your learner. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your learners must help them produce more evidence and/or plan for further assessment.



## Authenticating learners' evidence

Authentication is required where you have not observed learners' performance at first hand.

You can check whether a learner has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the learner.

### **Example**

For this Unit, the 'responsible people' in the organisation are in the best position to make observations regarding the content and suitability of the health and safety plan produced by the learner. Questioning the learner about approaches to developing the plan would also help to authenticate the evidence produced.

## 4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The learner's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your learners to collect, present and cross-reference the evidence to the Units. They are also a means of recording your assessment decisions, and they tell an External Verifier what stage a learner has reached in achieving the qualification.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your learners choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the Units, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the External Verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a learner's progress in achieving a qualification
- ◆ it helps learners to make claims for certification of their competence
- ◆ internal verifiers and External Verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your learners' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the Units, there is a risk that an internal verifier or External Verifier will be unable to confirm your assessment decisions.

To help you and your learner present evidence and record your assessment decision, we have provided examples of the forms which you and your learner might use to compile the portfolio.

- ◆ Using the evidence index
- ◆ Completing the Unit progress record
- ◆ Completing the Learning Outcome achievement record

## Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the learner's evidence. It should give you a summary of what evidence the learner has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the learner's evidence)

Ideally, it should be learners themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your learners' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the qualification, eg observation checklists, is filed in the learner's portfolio. In this way, your learner can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or External Verifier might be unable to confirm your assessment decisions.

## Index of evidence

Qualification title and Level			
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
4	Observation record of workplace review	Yes — Section 1, page 4	SM — 04/04/11
5	Personal statement reflecting on health and safety meeting	Yes — Section 1, page 5	SM — 04/04/11
6	Record of questions and answers	Yes — Section 1, page 6	SM — 04/04/11
7	Witness testimony of responsible people	Yes — Section 1, page 7	SM — 04/04/11

## **Completing the Unit progress record**

You should complete this form each time your learner achieves a Unit from the qualification by adding your signature and the date next to the relevant Unit.

At this stage, learners should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the learner is at in their qualification.

## Unit progress record

Qualification and Level \_\_\_\_\_

Learner

Paul Lee \_\_\_\_\_

To achieve the whole qualification, you must complete all 13 credits from the mandatory Units.

### Unit Checklist

<b>Mandatory</b>	F/601/6633							
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### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
F/601/6633	Promote a Culture of Health and Safety in the Workplace	<i>Peter Hoskins</i>	01/04/11

## Completing the Learning Outcome Achievement Record

To help you and your learners cross-reference the evidence to the Units of the qualification, we have provided records similar to those produced in the SQA portfolio. Use one record for each Learning Outcome. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Assessment Criteria

If integrated assessment is used (linking Assessment Criteria and Learning Outcomes across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

## Learning Outcome Achievement Record

Unit Promote a Culture of Health and Safety in the Workplace

Learning Outcome(s) Be able to develop plans to promote a health and safety culture in the workplace

Evidence Index No	Description of Evidence	Assessment Criteria					
		1.1	1.2	1.3	1.4	1.5	2.1
4	Observation record of workplace review		✓	✓			
5	Personal statement reflecting on health and safety meeting		✓				
6	Record of questions and answers		✓	✓			
7	Witness testimony of responsible people	✓	✓	✓	✓	✓	✓



**Unit** Promote a Culture of Health and Safety in the Workplace

**Learning Outcome(s)** Be able to develop plans to promote a health and safety culture in the workplace

**Notes/Comments**

Paul has worked conscientiously on this Unit and produced some very good evidence that will benefit both himself and the organisation.

The learner has satisfied the assessor and internal verifier that the performance evidence has been met.

**Learner's signature** Paul Lee **Date** 04/04/11

**Assessor's signature** Peter Hoskins **Date** 04/04/11

**Internal verifier's signature** Sharon Moore **Date** 04/04/11

## 5 Further information

### What else should I read?

SQA has developed a wide range of generic guidance on assessment, verification, quality assurance, etc. The following publications provide additional information which would be beneficial in implementing the QCF qualifications. Details of these and other SQA publications are available on our website at **[www.sqa.org.uk](http://www.sqa.org.uk)** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*Operational Help Centre*

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **[www.sqa.org.uk](http://www.sqa.org.uk)**

# Appendix 1: Unit specifications

## H0J9 04 (MSA Unit 01)

### Unit title: Maritime Employment, Environmental and Health and Safety Practice

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the importance of personal and employer rights and responsibilities.	1.1 Explain the importance of maintaining good working relationships. 1.2 Identify employer/employee rights and responsibilities under employment law. 1.3 Identify sources of information regarding employment rights and responsibilities. 1.4 Explain the dangers of drug, alcohol and substance abuse in a work environment. 1.5 Identify the types of industry-specific bodies and their purpose, eg trade unions and professional bodies.
2 Understand the importance of protecting the marine environment.	2.1 Identify the possible effects of operational or accidental pollution on the marine environment. 2.2 Identify the use of Marpol in protecting the marine environment. 2.3 Describe the responsible fishing scheme. 2.4 List major factors that have an environmental impact on developments in ports and harbours.
3 Know health and safety practices and legislation.	3.1 Identify the basic regulations with regard to health and safety at work, including: <ul style="list-style-type: none"><li>◆ Health and Safety at Work Act 1974 (HSWA)</li><li>◆ The Merchant Shipping (Code of Safe Working Practices for Merchant Seamen) Regulations 1998 (COSWP)</li><li>◆ Lifting and Handling (LOLER)</li><li>◆ Provision and Use of Work Equipment Regulations (PUWER).</li></ul>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
	<p>3.2 Identify and give examples of Personal Protective Equipment (PPE) and situations where they should be used.</p> <p>3.3 Identify a range of safety signs including those for:</p> <ul style="list-style-type: none"> <li>◆ warning</li> <li>◆ advisory</li> <li>◆ mandatory</li> <li>◆ prohibition</li> </ul> <p>3.4 Identify roles and responsibilities for safety officials.</p> <p>3.5 Identify the principles of risk assessment.</p> <p>3.6 Identify dangerous situations on board vessels and the surrounding area.</p> <p>3.7 Identify safe working practices related to:</p> <ul style="list-style-type: none"> <li>◆ equipment</li> <li>◆ enclosed spaces</li> <li>◆ lifting and handling</li> <li>◆ typical hazards</li> </ul>

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
<p>This Unit is designed for study by those:</p> <ul style="list-style-type: none"> <li>◆ With an interest in the sector</li> <li>◆ Considering working in the sector</li> <li>◆ Already in the sector — to receive recognition for their knowledge and understanding</li> </ul> <p>The aim of the Unit is to provide knowledge about employment rights and responsibilities, the importance of protecting the marine environment and health and safety practices and legislation.</p>
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
N/A
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<p>MNTB/SFIA Marine NOS A31 and B13          Contributes to underpinning knowledge for EDH Certificate</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>Assessment will be by any of the following methods, either singly or more than one and should include a risk assessment of a work area — assignment; knowledge based testing; project work; presentation; other, as agreed in consultation with the external verifier.</p>

### **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Maritime Employment, Environmental and Health and Safety Practice. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2 and 3

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

### **Guidance on Instruments of Assessment**

A combination of project work, short answer written questions and/or presentations could be used for all Learning Outcomes.

## H0JA 04 (MSA Unit 02)

### Unit title: Maritime Sector Overview

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Know the components of the maritime sector and their relative economic importance.	1.1 List the component sub-sectors of the Maritime sector: <ul style="list-style-type: none"><li>◆ Commercial fishing</li><li>◆ Commercial yachting</li><li>◆ Equipment manufacture</li><li>◆ Inland waterways</li><li>◆ Leisure boating</li><li>◆ Maritime education</li><li>◆ Maritime financial and legal services</li><li>◆ Marine science and research</li><li>◆ Merchant Navy</li><li>◆ Ports</li><li>◆ Royal Navy</li><li>◆ Ship and boat building</li><li>◆ Ship and boat management</li><li>◆ Surveying</li></ul> 1.2 Identify the relative economic importance to the UK economy of the five major sectors.
2 Know key career pathways within the maritime sector.	2.1 List key roles and entry requirements within: <ul style="list-style-type: none"><li>◆ Commercial fishing</li><li>◆ Leisure boating</li><li>◆ Ports</li><li>◆ Merchant Navy</li><li>◆ Royal Navy</li></ul> 2.2 Identify key sources of industry and careers information: <ul style="list-style-type: none"><li>◆ British Marine Federation</li><li>◆ Maritime and Coastguard Agency</li><li>◆ Maritime Skills Alliance</li><li>◆ Merchant Navy Training Board</li><li>◆ Port Skills and Safety Ltd</li><li>◆ Royal Yachting Association</li><li>◆ Seafish Industry Authority</li><li>◆ SeaVision.</li></ul>



<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
3	Know the role and duties of government departments and regulatory bodies with the maritime sector.	3.1	Describe the key responsibilities of the following government departments and regulatory bodies in respect of the maritime sector: <ul style="list-style-type: none"> <li>◆ Department for Trade and Industry</li> <li>◆ Department for Transport</li> <li>◆ Department for Environment, Food and Rural Affairs</li> <li>◆ Food and agricultural Organisation</li> <li>◆ Health and Safety Executive</li> <li>◆ International Labour Organisation</li> <li>◆ International Maritime Organisation</li> <li>◆ Marine Accident and Investigation Branch</li> <li>◆ Maritime and Coastguard Agency</li> </ul>
4	Know the different types of vessels in common use within the maritime sector.	4.1	Identify and give examples of the various types of vessels in common usage and their purposes for the following sub-sectors: <ul style="list-style-type: none"> <li>◆ Cargo</li> <li>◆ Fishing</li> <li>◆ Leisure</li> <li>◆ Military</li> <li>◆ Offshore support</li> <li>◆ Passenger</li> <li>◆ Tugs and workboats</li> </ul>

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
<p>This Unit is designed for study by those:</p> <ul style="list-style-type: none"> <li>◆ with an interest in the sector</li> <li>◆ considering working in the sector</li> <li>◆ already in the sector — to receive recognition for their knowledge and understanding</li> </ul> <p>The aim of the Unit is to provide knowledge about the maritime sector, its sub-sectors and main vessel types, its economic importance and career pathways.</p>
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<p>The Unit is designed to meet the requirements of the MNTB criteria concerning knowledge of the marine industry at new entrant level.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>Assessment will be by any of the following methods, either singly or more than one — assignment; knowledge based testing; project work; presentation; other, as agreed in consultation with the external verifier.</p>

### **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Maritime Sector Overview. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2, 3 and 4

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

### **Guidance on Instruments of Assessment**

A combination of project work, short answer written questions and/or presentations could be used for all Learning Outcomes.

## H0JB 04 (MSA Unit 03)

### Unit title: Vessel, Ropework, Anchoring and Mooring Operations

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the importance of ropework and demonstrate the use of a range of ropes and wires on board a vessel.	1.1 Describe the characteristics, safe handling, use and care of different ropes and wires, including natural fibre rope, man-made rope, wire rope and combination rope. 1.2 Produce knots, bends and hitches in common use, eg reef knot, bowline, sheet bend (double and single), rolling hitch, round turn and two half hitches, and identify the use of each. 1.3 Demonstrate seizing, whipping and splicing wire and rope and identify the use of each. 1.4 Demonstrate the safe use of bosun's chairs and stages. 1.5 Describe the characteristics, safe handling, use and care of blocks, tackles, hooks and shackles. 1.6 Describe the rigging of safety lines.
2 Know how to safely assist in anchoring operations.	2.1 Describe the types of anchor in common use, anchor parts, windlass and associated equipment, and anchoring terminology. 2.2 Demonstrate safe anchoring procedures, including the use of personal protective equipment. 2.3 Describe emergency procedures, eg slipping the bitter end, hanging off an anchor.
3 Know how to safely assist in mooring operations.	3.1 Describe mooring technology and equipment. 3.2 Describe safe mooring procedures. 3.3 Describe alternative mooring arrangements, eg mooring to buoys, single point moorings, mooring alongside other vessels, slip wires, warping along a quay. 3.4 Identify communication methods in common use. 3.5 Describe ancillary mooring operations, including tugs, workboats, fire wires, fenders.

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
4	Know how to provide and maintain safe access to vessels.	4.1	Describe the use of gangways, accommodation ladders, other approved systems, pilot hoists and ladders.
		4.2	Describe how to carry out rigging for safe access.
		4.3	Identify the need to adjust access arrangements when alongside eg the effects of the tide, changes of draft and trim, the effect of wind, waves swell and passing vessels.
5	Be able to comply with Statutory and Industry Regulations for safe working on board vessels.	5.1	Describe the relevant Merchant Shipping legislation.
		5.2	Describe the relevant HSE legislation.
		5.3	Describe industry guidelines, eg Code of Safe Working Practice, M Notices.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
<p>This Unit is designed for study by:</p> <ul style="list-style-type: none"> <li>◆ those with an interest in the sector</li> <li>◆ those considering working in the sector</li> <li>◆ those already in the sector — to receive recognition for their knowledge and understanding</li> <li>◆ those working towards the Efficient Deck Hand (EDH) Certificate</li> </ul> <p>The aim of the Unit is to provide the knowledge and proficiency for assisting with ropework, anchoring and mooring operations, in line with the regulatory requirements for the Efficient Deck Hand Certificate as defined in MGN 97.</p>
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
<p>MNTB/SFIA Marine NOS Units A32, B13, B21  Non pleasure vessels operating in inland and coastal waters NOS N117</p>
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<p>MNTB/SFIA Underpinning Knowledge Library Documents, MGN 97</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>Assessment will be by a combination of the following methods — assignment; knowledge based testing; project work; presentation; practical demonstration; other, as agreed in consultation with the external verifier.</p>

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Vessel Ropework, Anchoring and Mooring Operations. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcome 1 — Assessment Criteria 1, 5 and 6
- ◆ Learning Outcome 2 — Assessment Criteria 1 and 3
- ◆ Learning Outcomes 3, 4 and 5

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 1 — Assessment Criteria 2, 3 and 4
- ◆ Learning Outcome 2 — Assessment Criterion 2

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H0JC 04 (MSA Unit 04)

### Unit title: Securing a Vessel for Passage

Learning Outcomes	Assessment Criteria
<p><b>The learner will:</b></p> <p>1 Know how to maintain a vessel's weather and watertight integrity.</p>	<p><b>The learner can:</b></p> <p>1.1 Describe what is meant by weather and watertightness and how it is maintained within the vessel's structure.</p> <p>1.2 Describe the methods of ensuring weather and watertightness with regard to openings above and below the waterline, including shell openings.</p> <p>1.3 Identify faults and failures that might compromise weather and watertight integrity and describe associated reporting arrangements.</p> <p>1.4 Describe how and when to take soundings of tanks, bilges, cofferdams, void spaces and chainlocker.</p> <p>1.5 Describe how to check for damage to hatches, tank lids, doors, air and sounding pipes.</p> <p>1.6 Identify typical damage following collision, grounding and contact with solid structures.</p>
<p>2 Know how to secure stores, moveable items and cargo for passage.</p>	<p>2.1 Identify the signage for hazardous items on board, including safe stowage and emergency procedures, from industry guidelines, eg IMDG, COSHH, etc.</p> <p>2.2 Describe how to make checks on lashings and securing devices for deck cargo and deck equipment, equipment in store rooms, holds, cargo spaces, steering and engine room spaces.</p> <p>2.3 Describe additional precautions needed during heavy weather, including the purpose of restricting access to the weather deck.</p>



<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
<p>This Unit is designed for study by those:</p> <ul style="list-style-type: none"> <li>◆ with an interest in the sector</li> <li>◆ considering working in the sector</li> <li>◆ already in the sector — to receive recognition for their knowledge and understanding</li> <li>◆ working towards the Efficient Deck Hand (EDH) Certificate</li> </ul> <p>The aim of the Unit is to provide the knowledge for assisting with tasks on board a vessel in line with the statutory requirements for the Efficient Deck Hand Certificate as defined in MGN 97.</p>
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
MNTB/SFIA Marine NOS Units A1, A33, B21
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
MNTB/SFIA Underpinning Knowledge Library Documents MGN 97
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment will be by any of the following methods, either singly or more than one — assignment; knowledge based testing; project work; presentation; other, as agreed in consultation with the external verifier.

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Securing a Vessel for Passage. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcome 1
- ◆ Learning Outcome 2 — Assessment Criteria 2 and 3

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 2 — Assessment Criterion 1

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H0JD 04 (MSA Unit 05)

### Unit title: Vessel Construction and Stability

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Know the main construction features of different vessel types.	1.1 Name the main construction features of vessels. 1.2 Identify different hull forms and the reasons for them. 1.3 Identify common steering and propulsion types including sail and podded drives.
2 Understand vessel stability and flotation.	2.1 Define the common stability terms. 2.2 Describe the factors that affect a vessel's ability to stay afloat. 2.3 Identify and read assigned loadline markings. 2.4 Describe the effect of movement on vessel stability. 2.5 Describe the factors that adversely affect vessel stability. 2.6 State the existence and purpose of on-board vessel stability information.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
<p>This Unit is designed for study by those:</p> <ul style="list-style-type: none"> <li>◆ with an interest in the sector</li> <li>◆ considering working in the sector</li> <li>◆ already in the sector — to receive recognition for their knowledge and understanding</li> <li>◆ working towards the Efficient Deck Hand (EDH) Certificate</li> </ul> <p>The aim of the Unit is to provide the knowledge for assisting with tasks on board a vessel in line with the statutory requirements for the Efficient Deck Hand Certificate as defined in MGN 97.</p>
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
MNTB/SFIA Marine NOS Unit A1
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<p>MNTB/SFIA Underpinning Knowledge Library Documents  MGN 97  Seafish 5 day Stability Course</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<p>Assessment will be by a combination of the following methods — assignment; knowledge based testing; project work; presentation; practical demonstration; other, as agreed by the external verifier.</p>

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Vessel Construction and Stability. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcome 1
- ◆ Learning Outcome 2 — Assessment Criteria 1, 2, 4, 5 and 6

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 2 — Assessment Criterion 3

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H0JE 04 (MSA Unit 13)

### Unit title: Survival in the Water During Maritime Emergencies

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Know the types of maritime emergencies.	1.1	Identify the main types of maritime emergencies, including collision, fire, foundering and man overboard.
2	Know the survival equipment used during maritime emergencies.	2.1	Identify the types of life-saving appliances.
		2.2	Identify the location of personal life-saving appliance.
		2.3	Identify the equipment in a survival craft.
3	Understand the principles of survival during a maritime emergency.	3.1	Outline the value of training and drills.
		3.2	Outline the importance of personal protective clothing and equipment.
		3.3	Outline the need to be ready for any maritime emergency.
4	Know how to abandon ship during maritime emergency.	4.1	Identify the actions to be taken when called to survival craft stations.
		4.2	Identify the actions to be taken when required to abandon ship.
		4.3	Identify the actions to be taken when in the water.
		4.4	Identify the actions to be taken when onboard a survival craft.
		4.5	Identify the main dangers to survivors.
5	Be able to survive in the water during maritime emergency.	5.1	Don a lifejacket.
		5.2	Don and use an immersion suit.
		5.3	Jump from a height into the water.
		5.4	Swim while wearing a lifejacket.
		5.5	Right an inverted life raft while wearing a life jacket.
		5.6	Keep afloat without a life jacket.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>6 Be able to use a survival craft during a maritime emergency.</p>	<p>6.1 Board a survival craft from a ship when wearing a lifejacket.          6.2 Board a survival craft from the water when wearing a lifejacket.          6.3 Take initial actions on boarding a survival craft to enhance chance of survival.          6.4 Stream a drogue or sea anchor.          6.5 Operate survival craft equipment.          6.6 Operate location devices, including distress signals.          6.7 Operate portable radio equipment.</p>

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the knowledge and skills required to respond to a maritime emergency. It includes knowledge of maritime emergency procedures and survival skills when in the water and in a survival craft.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Marine NOS A11 Take personal emergency action on board a vessel Port Operations NOS Unit 4.1.4 Survive in the water
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
MNTB Basic safety training, 2nd Edition, December 2004. STCW 95
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment will be by a combination of knowledge based testing and practical demonstration.



### **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Survival in the Water During Maritime Emergencies. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2 and 3

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 4 — Assessment Criteria 2, 3 and 5
- ◆ Learning Outcome 5
- ◆ Learning Outcome 6

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

### **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H0JF 04 (MSA Unit 14)

### Unit title: Vessel Fire Prevention and Fire Fighting (STCW)

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand fire prevention on board ship.	1.1	Describe the possible consequences of fire on board ship.
		1.2	Identify common causes of fire on board ship.
		1.3	Describe procedures to minimise the risk of fire on board ship.
		1.4	Identify the fire protection systems used on board ship.
		1.5	Identify the fire and smoke detection, and automatic alarm systems on board ship.
		1.6	Outline the need for constant vigilance against fire on board ship.
2	Know how to respond in the event of a fire on board ship.	2.1	Outline the value of fire training and drills.
		2.2	Describe the shipboard fire fighting organisation.
		2.3	Describe the functions of fire party.
		2.4	Identify the location of fire-fighting appliances and emergency escape routes on board ship.
		2.5	State the procedures to follow on discovering a fire on board ship.
		2.6	Describe the actions to take when called to muster stations.
3	Understand the principles of fire and extinguishing fire.	3.1	Identify the three elements of fire.
		3.2	Identify types and sources of ignition.
		3.3	Identify types of flammable materials.
		3.4	Describe the different ways in which fire spreads.
		3.5	Describe the dangers of smoke inhalation.
		3.6	Outline the principles of extinguishing fires.
		3.7	Identify the classification of fires.
4	Be able to fight minor fires.	4.1	Identify when to attempt to fight fires personally.
		4.2	Select and use different types of portable fire extinguishers appropriate to fire classification.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
	<p>4.3 Identify the consequences of using an inappropriate fire extinguisher.</p> <p>4.4 Demonstrate the use of a portable fire extinguisher.</p>
<p>5 Know the equipment used to fight extensive fires on board ship.</p>	<p>5.1 Identify large portable and non-portable fire extinguishers, hoses and nozzles.</p> <p>5.2 Describe the use of large portable and non-portable extinguishers, hoses and nozzles on various types of fires to best effect.</p> <p>5.3 Identify the equipment worn by fire-fighters on board ship.</p> <p>5.4 Identify different types of breathing apparatus.</p> <p>5.5 Describe the effective use of breathing apparatus to fight fires and effect rescues on board ship.</p> <p>5.6 Describe the procedures for the care and maintenance of fire fighting equipment.</p>
<p>6 Be able to fight extensive fires on board ship.</p>	<p>6.1 Select appropriate methods of extinguishing extensive fires of various types, including an oil fire.</p> <p>6.2 Demonstrate how to extinguish extensive fires with water, using jet and spray nozzles.</p> <p>6.3 Demonstrate how to extinguish fires with foam, powder or any other suitable chemical agent.</p> <p>6.4 Demonstrate how to extinguish oil fires using fog applicator and spray nozzles, dry chemical powder or foam applicators.</p>
<p>7 Be able to fight fires in enclosed spaces on board.</p>	<p>7.1 Demonstrate how to enter and pass through, with lifeline but without breathing apparatus, a compartment injected with high expansion foam.</p> <p>7.2 Demonstrate how to fight fire in smoke-filled enclosed spaces wearing self-contained breathing apparatus.</p>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
	7.3 Demonstrate how to extinguish fire with water fog or any other suitable fire-fighting agent in an accommodation room or simulated engine-room where fire and heavy smoke are present.
8 Be able to rescue individuals during fires on board ship.	8.1 Demonstrate how to effect a rescue in a smoke-filled space wearing breathing apparatus.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the knowledge and skills required to prevent fire and fight minor and extensive fires on board ship. It includes knowledge of the causes and consequences of fire on board ship, the measures taken to prevent fires, the actions to take in the event of a fire and how to fight minor fires and extensive fires, including those in confined spaces.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Marine NOS A11 Take personal emergency action on board a vessel
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
MNTB Basic safety training, 2nd Edition, December 2004
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment will be by a combination of knowledge based testing and practical demonstration and undertaken at an MCA 'approved' centre.

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Vessel Fire Prevention and Fire Fighting (STCW). All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1,2 and 3
- ◆ Learning Outcome 4 — Assessment Criteria 1, 2 and 3
- ◆ Learning Outcome 5

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 4 — Assessment Criterion 4
- ◆ Learning Outcomes 6, 7 and 8

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using practical exercises in a simulated environment.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H0JG 04 (MSA Unit 15)

### Unit title: Maritime Security

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1 Know the principal types of maritime safety and security risks.	1.1 Identify the principal types of safety and security risks in the maritime industry. 1.2 Outline the three International Port and Shipping Code (ISPS) levels of security.
2 Know how to contribute to maintaining safety and security in a maritime environment.	2.1 Outline the impact of the ISPS for personal responsibility regarding safety and security. 2.2 Identify the reasons for wearing and displaying security/identification clothing/badges. 2.3 Outline the role of vigilance in the maintenance of maritime safety and security.
3 Know what to do in the event of a safety and security risk.	3.1 Outline the value of training and drills. 3.2 Describe the safety and security roles and hierarchical structure which typically exist in maritime organisations. 3.3 Identify the actions which should be taken on encountering safety or security risks. 3.4 Describe how actions should be adjusted according to different levels of security alert. 3.5 Identify the circumstances under which it would be appropriate to challenge individuals due to safety and security risks. 3.6 Outline the importance of working within the boundaries of personal responsibility regarding safety and security. 3.7 Identify the reasons for maintaining confidentiality when dealing with specific types of risks to safety and security.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
4 Understand the importance of following organisational safety and security procedures.	4.1 Describe the importance of familiarity with organisational procedures for dealing with safety and security risks. 4.2 Describe the importance of following organisational procedures for dealing with safety and security risks.



<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the knowledge and skills required to contribute to safety and security within the maritime environment.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
PSS Unit 5.1.1 of the Port Operations Suite MNTB Unit MHM11 of the Maritime Hospitality Management Suite
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
International Ship and Port Security (ISPS) Code
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment will be by knowledge based testing.

### **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Maritime Security. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1,2, 3 and 4

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

### **Guidance on Instruments of Assessment**

Short answer written questions and/or oral interview could be used for the Outcomes and Assessment Criteria.

## H0JH 04 (MSA Unit 16)

### Unit title: Emergency First Aid in Response to Maritime Accidents or Medical Emergencies

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the types of accidents or medical emergencies that may occur.	1.1 Identify the main types of maritime accidents and emergencies, including collision, fire, foundering and man overboard. 1.2 Identify the types of casualties which may arise from these situations.
2 Know what to do in case of an accident or medical emergency.	2.1 Describe the immediate measures to be taken in the case of accidents or medical emergencies. 2.2 Describe body structure and functions. 2.3 Describe how to make a rapid identification of probable cause, nature and extent of casualty injuries. 2.4 Describe how to assess the needs of casualties. 2.5 Outline the importance of minimising risk of further harm to self and casualty.
3 Understand how to apply elementary first aid techniques.	3.1 Describe how to apply appropriate measures in event of burns and scalds. 3.2 Describe how to apply appropriate measures in response to accidents caused by electric current. 3.3 Demonstrate how to apply resuscitation techniques. 3.4 Describe how to control bleeding. 3.5 Describe how to improvise bandages. 3.6 Describe the uses of materials in emergency kit. 3.7 Describe how to apply basic shock management measures.
4 Know how to adjust responses according to circumstances.	4.1 Describe how the manner and timing of raising the alarm should relate to different degrees of accidents or emergencies.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
	4.2 Describe how the priority and sequence of actions should vary in relation to potential threat to life. 4.3 Outline the importance of minimising risk of further harm to self and casualty.
5 Know how to move casualties.	5.1 Outline procedures for rescuing casualties in different types of accident or emergency situations. 5.2 Describe how to position casualties. 5.3 Describe how to transport casualties.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the knowledge and skills required to take immediate action in the event of encountering an accident or other medical emergency aboard ship.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Supports Marine NOS A11 Take personal emergency action on board a vessel Supports MNTB Seafish/Tugs NOS Unit 121 Element 4 Related to PSS — Port Operations Unit 4.2.3 Administer first aid
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
Section A-VI/1 of the STCW Code for training in elementary first aid
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment will be by a combination of knowledge based testing and practical demonstration.

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake Emergency First Aid in Response to Maritime Accidents or Medical Emergencies. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1 and 2
- ◆ Learning Outcome 3 — Assessment Criteria 1, 2, 4, 5, 6 and 7
- ◆ Learning Outcomes 4 and 5

This could be achieved through oral questioning of learners.

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 3 — Assessment Criterion 3

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H2TL 04 (MSA Unit 17)

### Unit title: Maritime Fire Prevention and Fire Actions

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand fire prevention on board ship.	1.1 Describe the possible consequences of fire on board ship. 1.2 Identify common causes of fire on board ship. 1.3 Describe procedures to minimise the risk of fire on board ship. 1.4 Identify fire protection systems used on board ship. 1.5 Identify the fire and smoke detection, and automatic alarm systems on board ship. 1.6 Outline the need for constant vigilance against fire on board ship.
2 Know how to respond in the event of a fire onboard ship.	2.1 Outline the value of fire training and drills. 2.2 Describe the shipboard fire fighting organisation. 2.3 Identify the location of fire-fighting appliances and emergency escape routes on board ship. 2.4 State the procedures to follow on discovering a fire on board ship. 2.5 Describe the actions to take when called to muster stations.
3 Understand the principles of fire and extinguishing fire.	3.1 Identify the three elements of fire. 3.2 Identify types and sources of ignition. 3.3 Identify types of flammable materials. 3.4 Describe different ways in which fire spreads. 3.5 Outline the principles of extinguishing fires. 3.6 Identify the classification of fires.
4 Know how to fight minor fires on board ship.	4.1 Identify when to attempt to fight fires personally. 4.2 Describe how to select and use different types of portable fire extinguishers appropriate to fire classification. 4.3 Identify the consequences of using an inappropriate fire extinguisher. 4.4 Demonstrate the use of a portable fire extinguisher.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the knowledge and skills required to prevent and respond to fire onboard ship. It includes knowledge of the causes and consequences of fire onboard ship, the measures taken to prevent fires, the actions to take in the event of a fire and how to fight minor fires using portable extinguishers.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Marine NOS A11 Take personal emergency action on board a vessel Non Pleasure Vessel NOS 5.2.2 Respond to emergencies on board a vessel
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
SFIA Basic Fire fighting Course Sea Fish Industry Authority
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment will be by a combination of knowledge based testing and practical demonstration.



## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake bridge watchkeeping in port. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2 and 3
- ◆ Learning Outcome 4 — Assessment Criteria 1, 2 and 3

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 4 — Assessment Criterion 4

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using practical exercises and/or an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB).

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H2TH 04 (MSA Unit 18)

### Unit title: Assemble, Operate and Maintain Fishing Gear

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Understand how to work with fishing gear.	1.1	Describe the main gear types, their components, operating methods and design features.
		1.2	Explain when different gear types should be used.
		1.3	Explain terminology associated with: <ul style="list-style-type: none"> <li>◆ gear parts</li> <li>◆ construction</li> <li>◆ rigging</li> <li>◆ repair</li> </ul>
2	Understand how to rig and adjust fishing gear.	2.1	Outline the different types of rigging and when they should be used.
		2.2	Explain how to assemble and rig fishing gear in accordance with vessel size and propulsion power.
3	Understand how to operate fishing gear and equipment.	3.1	Explain how to prepare, shoot and retrieve gear.
		3.2	Explain how to use ancillary equipment and machinery.
		3.3	Describe the dangers of becoming fast on an obstruction and of fouled gear.
		3.4	Describe appropriate rectification measures in the event of becoming fast on an obstruction and of fouled gear.
4	Know how to repair damaged gear, framework and fittings.	4.1	Assess damage to gear, framework and fittings.
		4.2	Identify appropriate repair methods and/or action according to the type of damage.
		4.3	Explain how to prepare damaged parts correctly for repair.
		4.4	Demonstrate how to repair fishing gear.
		4.5	Explain how to check that repairs have been completed correctly.
5	Understand procedures supporting safe fishing practice.	5.1	Outline the contents of the MCA Fishermans Safety Guide.
		5.2	Demonstrate the correct use of fishing signals according to published guidelines.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
6 Be able to prepare, shoot and haul gear.	6.1 Set out fishing gear in accordance with instructions. 6.2 Rig fishing gear according to instructions, vessel size and propulsion power. 6.3 Shoot fishing gear in the correct sequence. 6.4 Operate machinery and ancillary equipment safely. 6.5 Co-operate with others to enable the safe recovery of fishing gear.
7 Be able to deal with problems to gear.	7.1 Monitor and adjust fishing gear to maximise performance. 7.2 Identify any abnormalities that occur with gear during fishing activities. 7.3 Report or deal with damaged gear.
8 Repair damaged gear, framework and fittings.	8.1 Identify damage to gear, framework and fittings. 8.2 Identify appropriate repair methods and/or action according to the type of damage. 8.3 Prepare damaged parts correctly for repair. 8.4 Use simple repair methods to repair gears. 8.5 Repair the following types of damage to frameworks: <ul style="list-style-type: none"> <li>◆ ropes</li> <li>◆ frames</li> <li>◆ floats</li> <li>◆ weights</li> <li>◆ abrasion</li> </ul> 8.6 Restore the correct length and strength of damaged framework. 8.7 Restore the correct shape and configuration of fishing gear. 8.8 Attach fitting securely. 8.9 Check that repairs have been completed correctly.
9 Be able to carry out work safely and effectively.	9.1 Carry out work in accordance with industry safety and good practice guidelines. 9.2 Communicate with the correct fishing signals. 9.3 Carry out activities in a way which complies with relevant legislation.

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to competence required to contribute to the construction, operation and repair of fishing gear.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Covers the underpinning knowledge for Marine Vessel Operations (Seafish): <ul style="list-style-type: none"> <li>◆ Unit 401: Operate fishing equipment</li> <li>◆ Unit 403: Construct and repair fishing gear</li> </ul>
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
MCA Guidelines International Maritime Organisation Guidance
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Evidence should cover at least: use of one type of fishing gear and knowledge of another.

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake bridge watchkeeping in port. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2 and 3
- ◆ Learning Outcome 5 — Assessment Criterion 1

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 4 — Assessment Criteria 2, 3 and 5
- ◆ Learning Outcome 5 — Assessment Criterion 2
- ◆ Learning Outcomes 6, 7, 8 and 9

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H2TJ 04 (MSA Unit 19)

### Unit title: Receiving, Handling and Stowing the Catch on a Fishing Vessel

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand the equipment used to handle and stow catch on a fishing vessel.	1.1 Identify the main types of catch handling equipment. 1.2 Explain when to use the main different types of catch handling equipment. 1.3 Demonstrate how to use the main different types of catch handling equipment. 1.4 Explain when the main types of catch containment devices should be used. 1.5 Explain how to prepare catch containment devices for use.
2 Understand catch handling procedures on a fishing vessel.	2.1 Describe catch removal procedures for different fishing methods. 2.2 Summarise the consequences of poor catch handling procedures. 2.3 Demonstrate techniques for gutting and cleaning by hand and machine. 2.4 Describe the individual roles within a team during the catch handling process.
3 Understand operations and practices for dealing with the catch.	3.1 Identify main fish and shellfish species. 3.2 Describe the care and spoilage of main species caught by UK vessels. 3.3 Explain the storage of different catch types and species. 3.4 Describe the recommended procedures to maximise catch quality. 3.5 Explain how to prepare and present catch to maximise marketable value. 3.6 Explain stowage considerations in terms of its effect on vessel stability. 3.7 Explain the risks associated with catch transfers at sea and precautions which should be taken to minimise these risks.

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
		3.8	Describe safe working practices according to current regulations and guidelines.
		3.9	Describe the additional safety precautions that should be observed during heavy weather.
4	Understand hygiene requirements on a fishing vessel.	4.1	Describe the hygiene standards and procedures required throughout the preparation, handling and stowing of the catch.
		4.2	Explain the effects of bacteria in food spoilage.
		4.3	Describe main types of cleaning agents and materials relevant to handling and stowing catch and the uses of these agents/materials.
		4.4	Explain the importance of ensuring that equipment and stowage areas are properly cleaned.
		4.5	Summarise the potential dangers of cleaning agents on a fishing vessel.
5	Understand industry guidelines and regulations related to handling and stowing catch.	5.1	Summarise procedures for the safe use of cleaning materials according to industry guidelines.
		5.2	Summarise industry guidelines for catch quality and spoilage.
		5.3	Describe the relevant food hygiene regulations.
		5.4	Summarise the EU, National and Local minimum landing sizes.
		5.5	Summarise guidelines for grading by size.
6	Be able to receive the catch.	6.1	Organise and correctly set up: <ul style="list-style-type: none"> <li>◆ catch receiving areas</li> <li>◆ catch receiving equipment</li> </ul>
		6.2	Operate equipment safely during catch removal.
		6.3	Maintain the quality of the catch when removing it from the fishing gear.
		6.4	Recognise, sort and discard unmarketable and undersized catch.
7	Be able to prepare the catch for stowage.	7.1	Select and prepare catch for stowage to meet market requirements including gutting.

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
		7.2	Prepare: <ul style="list-style-type: none"> <li>◆ stowage areas</li> <li>◆ stowage equipment</li> </ul>
8	Be able to stow the catch.	8.1	Stow the catch to maintain quality and appearance in accordance with requirements.
		8.2	Stow the catch using methods appropriate to different catch types and species.
		8.3	Stow the catch in accordance with the Skipper's requirements.
9	Be able to carry out work in accordance with industry regulations and good practice guidelines.	9.1	Use working practices which are: <ul style="list-style-type: none"> <li>◆ safe</li> <li>◆ hygienic</li> </ul>
		9.2	Clean the following in a way which maintains quality and hygiene standards: <ul style="list-style-type: none"> <li>◆ catch receiving, stowage and catch handling areas equipment</li> </ul>
		9.3	Maintain accurate catch records.
		9.4	Ensure the secure storage of equipment.



<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the competence required to handle and stow catch on fishing vessels.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
MNTB/SFIA Marine NOS 2006  ◆ Unit D06: Handle and stow the catch
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Assessment must cover  1 Cleanliness of all areas and equipment, prior to receiving the catch. 2 Receipt, handling and stowage of the catch in: ◆ fair weather conditions ◆ heavy weather conditions

## **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake bridge watchkeeping in port. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2 — Assessment Criterion 1
- ◆ Learning Outcome 3 — Assessment Criteria 2, 3, 4, 5, 6, 7, 8, and 9
- ◆ Learning Outcomes 4 and 5

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcome 3 — Assessment Criterion 1
- ◆ Learning Outcomes 6, 7, 8 and 9

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

## **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H2TG 04 (MSA Unit 20)

### Unit title: Communicate Using Equipment and Visual Means

Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
1 Understand principles behind maritime communication.	1.1 Describe the principles and basic features of the maritime mobile service. 1.2 Describe the Global Maritime Distress Safety System (GMDSS) used in the A1 sea area. 1.3 Explain the importance of protecting distress frequencies. 1.4 Describe the Maritime Safety Information in the GMDSS. 1.5 Demonstrate how to alert and locate signals in the GMDSS. 1.6 Explain how different weather conditions and locations can affect radio and visual communication signals.
2 Know the requirements associated with recording communication.	2.1 Describe organisational requirements for recording and retaining records of communications. 2.2 Explain the importance of communication records.
3 Understand how to transmit and receive communications by visual methods.	3.1 Demonstrate how to transmit and receive single letters by Morse light. 3.2 Identify International Code flags/Signalling flags. 3.3 Identify International Code single letter meanings. 3.4 Demonstrate safety, urgency and distress signals
4 Understand how to transmit and receive VHF radio communications.	4.1 Explain how to operate radio equipment used in own organisation in accordance with manufacturer's instructions. 4.2 Describe organisational requirements for reporting difficulties in transmitting information using radio equipment. 4.3 Summarise the regulations and obligatory procedures and practices for the use of radiotelephones on vessels.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
	<p>4.4 Identify the meaning of IMO Standard Marine Communication Phrases used when operating radio equipment.</p> <p>4.5 Explain the International Phonetic Alphabet and its relevance.</p>
<p>5 Be able to transmit and receive communications by visual methods.</p>	<p>5.1 Transmit information by visual signalling.</p> <p>5.2 Receive information by visual signalling.</p> <p>5.3 Use safety, urgency and distress signals.</p> <p>5.4 Comply with international regulations and mandatory procedures for communications.</p>
<p>6 Be able to transmit and receive radio communications.</p>	<p>6.1 Operate VHF and GMDSS radio equipment for:</p> <ul style="list-style-type: none"> <li>◆ routine communication</li> <li>◆ emergency communication</li> </ul> <p>6.2 Know the Use radio equipment in accordance with manufacturer's instructions.</p> <p>6.3 Handle English messages relevant to:</p> <ul style="list-style-type: none"> <li>◆ the safety of the vessel</li> <li>◆ persons on board</li> <li>◆ the protection of the marine environment</li> </ul> <p>6.4 Work according to the regulations and obligatory procedures and practices for the use of radiotelephones on vessels.</p>

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
This Unit covers the competence for Maritime communication using equipment and visual means.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Marine NOS (2006) Unit B011: Contribute to a Navigational Watch Unit B02: Maintain a Navigational Watch
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
Evidence must be available from at least two vessels <i>or</i> cover two distinct periods of time. Evidence must include:  recognition of single letters and meanings sent by Morse light identification of International Code flags/Signalling flags identification of International Code single letter meanings

### **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake bridge watchkeeping in port. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2 and 4

This could be achieved through oral questioning of learners.

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcomes 3, 5 and 6

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

### **Guidance on Instruments of Assessment**

Performance evidence can be generated using practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

## H2TK 04 (MSA Unit 22)

### Unit title: Assist with Cooking on a Fishing Vessel

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1 Understand basic cooking principle.</p>	<p>1.1 Identify foods that would be suitable for meals on a fishing vessel.</p> <p>1.2 Explain factors that should be taken into account in:</p> <ul style="list-style-type: none"> <li>◆ the balance and combination of foods in a meal</li> <li>◆ calculating cooking time</li> <li>◆ estimating temperature</li> </ul>
<p>2 Understand simple cooking operations.</p>	<p>2.1 Describe the preparation requirements for common foods.</p> <p>2.2 Different types of cooking methods appropriate to simple meals.</p> <p>2.3 Equipment required for the preparation and cooking of simple meals.</p> <p>2.4 Describe the sequence of preparations for the provision of a simple meal.</p>
<p>3 Understand basic food safety procedures.</p>	<p>3.1 Describe food safety guidelines relevant to the preparation of meals on a vessel.</p> <p>3.2 Explain the importance of correct defrosting.</p> <p>3.3 Describe the risks associated with poor food handling procedures.</p> <p>3.4 Explain the importance of effective food storage procedures.</p>
<p>4 Be able to prepare ingredients for a simple meal.</p>	<p>4.1 Identify the required ingredients for a meal.</p> <p>4.2 Prepare ingredients correctly.</p> <p>4.3 Prepare ingredients sufficiently in advance of the time for which they are required.</p>
<p>5 Be able to cook and serve a simple meal.</p>	<p>5.1 Cook ingredients:</p> <ul style="list-style-type: none"> <li>◆ using a cooking method appropriate to the ingredients and meal</li> <li>◆ at a temperature appropriate to the ingredients and meal</li> </ul> <p>5.2 Follow a cooking sequence and procedure appropriate to the meal.</p> <p>5.3 Organise the serving of the meal.</p>

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
6	Be able to carry out activities using safe and hygienic working practices.	6.1	Follow safe and hygienic procedures in the preparation, cooking and serving of meals.
		6.2	Restore preparation areas in accordance with hygiene standards.



<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this Unit is to assess the knowledge and understanding required for the competence in assisting with cooking on a fishing vessel.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Marine Vessel Operations NOS (2000): Unit 501: Cook on a fishing vessel: Elements 1 and 2
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
This Unit assesses the skills and knowledge required for competence in cooking a simple meal on a fishing vessel.

### **Assessment (evidence) Requirements**

The following evidence is required to demonstrate that learners have the appropriate level of knowledge to undertake bridge watchkeeping in port. All Learning Outcomes and Assessment Criteria must be achieved.

Written and/or recorded oral evidence produced either on or off-the-job is required for the following:

- ◆ Learning Outcomes 1, 2, and 3

This could be achieved through oral questioning of learners.

Performance evidence in the workplace or in an appropriate simulated environment is required for the following:

- ◆ Learning Outcomes 4, 5 and 6

This could be achieved through the observation of learners undertaking practical exercises.

An approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) should be used to record evidence of achievement.

### **Guidance on Instruments of Assessment**

Performance evidence can be generated using an approved Maritime Skills Alliance (MSA) approved Training Record Book (TRB) and/or practical exercises.

Short answer written questions and/or oral interview could be used for the other Outcomes and Assessment Criteria.

# Appendix 2: Blank recording forms

## Assessment plan

<b>Unit</b>					
<b>Learning Outcomes</b>					
<b>Activities</b>	<b>Assessment Criteria</b>	<b>Method of assessment/Sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other Units (Assessment Criteria)</b>

**Assessor's signature** \_\_\_\_\_ **1st review due** \_\_\_\_\_

**Learner's signature** \_\_\_\_\_ **2nd review due** \_\_\_\_\_

**Date of agreement** \_\_\_\_\_ **Date of completion** \_\_\_\_\_

## Observation record

Unit/Learning Outcomes(s) \_\_\_\_\_  
Learner \_\_\_\_\_  
Evidence index number \_\_\_\_\_  
Date of observation \_\_\_\_\_

Skills/activities observed	Assessment Criteria covered

**Knowledge and understanding apparent from this observation**

**Other Units/Learning Outcomes to which this evidence may contribute**

**Assessor's comments and feedback to learner**

I can confirm the learner's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Learner's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Record of questions and learner's answers

<b>Unit</b>	
<b>Learning Outcome(s)</b>	
<b>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and learner's responses</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Learner's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Learning Outcomes, Assessment Criteria covered

Learner's signature \_\_\_\_\_ Date \_\_\_\_\_

## Witness testimony

<b>Qualification title and Level</b>	
<b>Learner's name</b>	
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Learning Outcome(s)</b>	
<b>Date of evidence</b>	
<b>Name of witness</b>	
<b>Designation/relationship to learner</b>	
<b>Details of testimony</b>	

I can confirm the learner's evidence is authentic and accurate.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Witness** (please select the appropriate box):

- Holds appropriate qualifications
- Is familiar with the Units to which the learner is working



# Index of evidence

<b>Qualification title and Level</b>	
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<b>Evidence number</b>	<b>Description of evidence</b>	<b>Included in portfolio (Yes/No) If no, state location</b>	<b>Sampled by the IV (initials and date)</b>

## Unit progress record

Qualification and Level \_\_\_\_\_

Learner \_\_\_\_\_

To achieve the whole qualification, you must prove competence in 13 mandatory Units.

### Unit Checklist

Mandatory									
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### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

# Learning Outcome Achievement Record

Unit \_\_\_\_\_

Learning Outcome(s) \_\_\_\_\_

Evidence Index No	Description of Evidence	Assessment Criteria																			

**Unit** \_\_\_\_\_

**Learning Outcome(s)** \_\_\_\_\_

**Notes/Comments**

The learner has satisfied the assessor and internal verifier that the performance evidence has been met.

**Learner's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_