



Unit and Assessment Specification

Unit title	Maritime Sector Overview
SQA Code	H0JA 04
SCQF Level	4
SCQF Credit Points	4
SSC Ref	MSA 2

History of changes

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Title		Maritime Sector Overview	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
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"> ◆ Commercial fishing ◆ Commercial yachting ◆ Equipment manufacture ◆ Inland waterways ◆ Leisure boating ◆ Maritime education ◆ Maritime financial and legal services ◆ Marine science and research ◆ Merchant Navy ◆ Ports ◆ Royal Navy ◆ Ship and boat building ◆ Ship and boat management ◆ Surveying
		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"> ◆ Commercial fishing ◆ Leisure boating ◆ Ports ◆ Merchant Navy ◆ Royal Navy
		2.2	Identify key sources of industry and careers information: <ul style="list-style-type: none"> ◆ British Marine Federation ◆ Maritime and Coastguard Agency ◆ Maritime Skills Alliance ◆ Merchant Navy Training Board ◆ Port Skills and Safety Ltd ◆ Royal Yachting Association ◆ Seafish Industry Authority ◆ SeaVision.

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

Additional information about the Unit
Unit purpose and aim(s)
<p>This Unit is designed for study by those:</p> <ul style="list-style-type: none"> ◆ with an interest in the sector ◆ considering working in the sector ◆ already in the sector — to receive recognition for their knowledge and understanding <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>
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Details of the relationship between the Unit and other standards or curricula (if appropriate)
<p>The Unit is designed to meet the requirements of the MNTB criteria concerning knowledge of the marine industry at new entrant level.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)
<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.