



Unit and Assessment Specification

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| Unit title | Securing a Vessel for Passage |
| SQA Code | H0JC 04 |
| SCQF Level | 5 |
| SCQF Credit Points | 2 |
| SSC Ref | MSA 4 |

History of changes

Publication date: December 2012

Version: 01

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

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| 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 ◆ working towards the Efficient Deck Hand (EDH) Certificate <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> |
| Details of the relationship between the Unit and relevant national occupational standards (if appropriate) |
| MNTB/SFIA Marine NOS Units A1, A33, B21 |
| Details of the relationship between the Unit and other standards or curricula (if appropriate) |
| MNTB/SFIA Underpinning Knowledge Library Documents MGN 97 |
| Assessment requirements specified by a sector or regulatory body (if appropriate) |
| 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.