



National Unit Specification: general information

UNIT Employability Skills and Careers in the Maritime Sector
(SCQF level 5)

CODE F8KP 11

SUMMARY

This Unit is a mandatory Unit in the SCQF level 5 Maritime Skills Course and has been designed to be taken as part of that Course.

It is intended for candidates who wish to develop generic employability skills which are valued by all employers and vocational skills relevant to a career in the Maritime sector. Candidates will investigate the sub-sectors and the career opportunities in the Maritime sector. Candidates will review their performance in specified employability skills and evaluate their own strengths and weaknesses throughout the Unit. This Unit has been designed for candidates in S3 or above but may also be suitable for other candidate groups.

OUTCOMES

- 1 Investigate a range of sub-sectors within the maritime sector.
- 2 Investigate career opportunities within the maritime sector.
- 3 Review and evaluate own performance in specified employability skills.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at SCQF level 5 (3 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: ZF

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National Unit Specification: general information (cont)

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CORE SKILLS

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Investigate a range of sub-sectors within the maritime sector.

Performance Criteria

- (a) Identify the sub-sectors within the maritime sector.
- (b) Identify and describe specific job roles within two sub-sectors.
- (c) Identify the responsibilities associated with these job roles.

OUTCOME 2

Investigate career opportunities within the maritime sector.

Performance Criteria

- (a) Identify and describe different career paths within the maritime sector.
- (b) Identify and describe a range of career opportunities within the maritime sector.
- (c) Identify and describe the training, qualifications and experience needed for specific careers in that sub-sector.

OUTCOME 3

Review and evaluate own performance in specified employability skills.

Performance Criteria

- (a) Identify own strengths and weaknesses in relation to specified employability skills.
- (b) Seek feedback on own performance in specified employability skills.
- (c) Identify action points for improvement of own performance taking account of review and feedback.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria. The evidence for this Unit will be generated by a folio for Outcome 1 and 2 and by candidate reviews for Outcome 3.

Outcome 1 and 2 — Folio

Candidates will investigate a range of sub-sectors and career opportunities within the maritime sector, to a given brief, at appropriate points throughout the Unit. The information gathered will be contained in the folio. Progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must contain:

- ◆ a list of the five sub-sectors of the maritime sector
- ◆ a description of three job roles from two sub-sectors of the maritime sector at least one from each sub-sector
- ◆ a description of two responsibilities from one identified job role
- ◆ a description of two career paths from two sub-sectors of the maritime sector — one from each sub-sector
- ◆ a description of three career opportunities available in the maritime sector
- ◆ a description of the training, qualifications and experience required for two of these career opportunities in the maritime sector

Evidence for the folio should be gathered by candidates on their own at appropriate points throughout the Unit.

Outcome 3 — Candidate reviews

Candidates will be given a template and will complete **four** reviews, covering the employability skills specified below, at different points throughout the Unit. This will give them an opportunity to record their personal progress in developing these skills. Candidates will review and evaluate these skills in the context of real or simulated practical activities in maritime settings. The reviews should be completed at regular intervals which allow the candidates to demonstrate progress between reviews.

National Unit Specification: statement of standards (cont)

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The candidate reviews will include the following:

- 1 A record of the candidate's review of their own strengths and areas for improvement in relation to the following skills:
 - ◆ positive attitude and willingness to learn
 - ◆ maintaining good timekeeping and attendance
 - ◆ communication skills
 - ◆ ability to follow instructions
 - ◆ working cooperatively with others
 - ◆ working to agreed deadlines
 - ◆ showing respect and consideration for others
 - ◆ flexibility and adaptability
 - ◆ safe and appropriate handling of equipment
 - ◆ awareness of health and safety
 - ◆ understanding of personal survival techniques
 - ◆ fire safety awareness
 - ◆ confidence to seek feedback
 - ◆ reflecting on own performance
 - ◆ review and self-evaluation skills
 - ◆ understanding of the workplace

- 2 A record of feedback gathered from others in relation to these employability skills.

Candidates should gather feedback from the teacher/lecturer on **three** occasions and another person on **one** occasion. The other person could be, for example, a placement supervisor who has observed the candidate.

- 3 A record of action points identified in relation to feedback received.

It is expected that, at this level, most candidates will need support and guidance in completing their reviews. Support should be provided, however candidates should take responsibility for completing their own reviews.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an example investigation brief and a candidate review template. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for verification prior to use.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit in the SCQF level 5 Maritime Skills Course and has been designed to be taken as part of that Course. It is intended for candidates who wish to develop generic employability skills which are valued by all employers and vocational skills relevant to a career in the Maritime sector.

This Unit introduces candidates to the diverse range of job roles and responsibilities of people working within the maritime sector. This will include understanding the qualifications and experience required for the various job roles and the identification of career paths available within the sector. It also focuses on the generic skills valued by employers and provides opportunities for candidates to evaluate their own progress and to identify action points to improve their employability profile.

Outcomes 1 and 2

The relevant sub-sectors and job roles of the Maritime Sector which candidates might investigate are:

- ◆ Commercial Sea Fishing:
 - Skipper, Mate, Competent Deckhand, Engineer, Deckie Learner
- ◆ Ports and Harbours:
 - Port Operations, eg Harbour master, wharf manager, marine pilot, port
 - Operative, safety officer
 - Engineering operations — Port engineer, technician, maintenance assistant
- ◆ Maritime Search and Rescue:
 - Lifeboat crew — Coxswain, Helmsman, Navigator, Engineer
 - Mechanic, Crew member, First aider, Hovercraft commander
- ◆ Merchant Navy:
 - Officers (Navigation Deck) — Master, Deck Officer, Radio Officer
 - Officers (Engineering) — Engineering Officer, Electro-Technical Officer
 - Electrician
 - Support Staff/Ratings, eg Seaman, Cook, Bosun, Pumpman, Motorman
 - Tug Master and Crew
 - Hospitality Staff specific to Passenger vessels — Cruise Director, Purser and hospitality staff
 - Shore based ship management — fleet director, fleet personnel
 - Education and Training

National Unit Specification: support notes (cont)

UNIT Employability Skills and Careers in the Maritime Sector (SCQF level 5)

- ◆ Marine Leisure:
 - Design — Yacht/Boat designer, Draughtsperson
 - Manufacturing — Boat Builder/repairer/fitter, Marine engineer
 - Buying/Selling — Yacht broker, surveyor
 - Water-sports — instruction, coaching
 - Marinas — Yacht harbour manager, Dock-master, Berthing/Mooring/Yard Assistant
 - Crew — Captain, First Officer, Engineer, Chef, Steward, Deckhand
 - Chartering holidays — Flotilla engineer and hostess + skipper and crew

It is suggested that a broad range of understanding of the maritime sector is gained by considering a minimum of three sub-sectors.

The investigation should produce the following information about the maritime sector:

- ◆ a list of the sub-sectors of the maritime sector
- ◆ roles and responsibilities of those employed in the sector
- ◆ career paths available in different sub-sectors and more detailed information about career opportunities within two sub-sectors
- ◆ types of training, qualifications and experience that would be appropriate to enter and progress in careers in two sub-sectors

Outcome 3

When candidates are involved in the self-evaluation process for this Outcome, it would be useful to provide tuition on how to ask for and receive feedback from others, in order to avoid defensive reactions that may impede progress.

Candidates will be required to review and evaluate the following employability skills:

- ◆ positive attitude and willingness to learn
- ◆ maintaining good timekeeping and attendance
- ◆ communication skills
- ◆ ability to follow instructions
- ◆ working cooperatively with others
- ◆ working to agreed deadlines
- ◆ showing respect and consideration for others
- ◆ flexibility and adaptability
- ◆ safe and appropriate handling of equipment
- ◆ awareness of the requirements of personal safety and social responsibility (health and safety awareness)
- ◆ understanding of personal survival techniques
- ◆ fire safety awareness
- ◆ confidence to seek feedback
- ◆ reflecting on own performance
- ◆ review and self-evaluation skills
- ◆ understanding of the workplace

National Unit Specification: support notes (cont)

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This Outcome provides an opportunity to emphasise to candidates that making progress in developing knowledge and skills by a process of review, taking feedback from others and having confidence to identify action points for improvement, are all integral to success in real vocational contexts including the maritime sector.

When this Unit is being studied as part of the SCQF level 5 Maritime Skills Course, opportunities for practising, reviewing and evaluating will also arise while studying the other Units in this Course. These opportunities will arise when candidates are undertaking:

- ◆ the practical activities in *Seamanship: An Introduction* (SCQF level 5)
- ◆ the practical activities in *Health and Safety in the Maritime Sector* (SCQF level 5)
- ◆ the investigation and presentation of information in *Small Boat Engineering* (SCQF level 5)
- ◆ the routine maintenance task in *Small Boat Engineering* (SCQF level 5)
- ◆ the case study in *Maritime Environment* (SCQF level 5)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1 and 2

It is important to ensure that the teacher/lecturer provides candidates taking this Unit with advice and guidance on gathering information on job roles and career opportunities in the maritime sector. The investigation should span the complete range of careers available as listed above. Candidates will need access to a variety of resources in order to collect information about job roles and career opportunities. This may come from the following examples — magazines, websites, school or college intranet systems, job advertisements in newspapers, the Job Centre, job boards in centres/organisations. The use of the internet, CD ROMS, DVDs and videos as well as visiting real workplace environments and interviewing/talking to people who work in the maritime sector are all good sources of information on careers.

Candidates should be provided with access to information on training, qualifications and experience that are required in the sector for specific job roles they identify such as can be obtained from SVQ's information, the Maritime Skills Alliance, Merchant Navy Training Board and Royal Yachting Association qualifications/requirements. This will give the candidate a clear understanding of what is required for specific job roles and the relevant skills, qualifications and experience needed to work in those roles in the maritime sector.

Outcome 3

It will be important for candidates to be given teacher/lecturer input on the employability skills that they will be reviewing and evaluating. As candidates will be required to identify action points and evaluate progress, it will be important that they are reminded of these skills throughout the delivery of this Unit.

National Unit Specification: support notes (cont)

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In order to help candidates develop their ability to review and evaluate their employability skills they could be encouraged to use a diary or log book. The diary would not be assessed but it could include examples of experiences where they have practised skills, learned something about themselves or reviewed their own skills. This information would then be a useful tool when candidates identify action points as part of the Candidate Reviews. The diary could also help to build self-confidence as candidates reflect on all activities.

Delivery of this Unit could incorporate a variety of teaching and learning approaches — tutor presentations, group work and discussions, visiting speakers, individual and group research. As far as possible this should be candidate-centred. If candidates are studying this Unit as part of the SCQF level 5 Maritime Skills Course, Outcomes 1 and 2 set the whole Course in context, providing information on different job roles and responsibilities of personnel employed in the Maritime Sector.

Where this Unit is delivered as part of the SCQF level 5 Maritime Skills Course, there are good opportunities to integrate the practical skills with the development and assessment of generic employability skills in the *Employability Skills and Careers in the Maritime Sector* (SCQF level 5) Unit. The candidate's review of progress in employability skills should be based on the practical and investigation activities carried out in this Course as indicated in the Guidance on Content and Context section of this Specification.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit there are good opportunities for candidates to develop aspects of the Core Skill of *Communication* when completing their folio and researching appropriate careers. Aspects of the Core Skill of Information Technology could also be developed if candidates make use of the internet and *Information and Communications Technology (ICT)* when researching possible careers and presenting their folio in a word processed format.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

This should take the form of the following written and/or oral recorded evidence.

Outcomes 1 and 2

To ensure the written and/or recorded oral evidence produced as a result of investigation is the candidate's own work, the content should be discussed with the teacher/lecturer at an appropriate point in the investigation and a record of the discussion should be retained. Assessors, where possible, should give candidates the choice as to their preferred method of submission. The evidence could be in the format of for example, written information, diagrams, charts, graphical information, an electronic slide show, a poster board.

National Unit Specification: support notes (cont)

UNIT Employability Skills and Careers in the Maritime Sector (SCQF level 5)

Outcome 3

The process of review and evaluation should take place at regular intervals throughout the learning and teaching process to demonstrate progression and development. The reviews could be carried out in the context of the different practical and investigation activities integrated with the maritime Units in the SCQF level 5 Maritime Skills Course. The initial review should be undertaken after a few weeks when the candidate will be able to comment on their development of employability skills with a degree of understanding as to what these mean and how to evaluate them.

On four occasions the candidate will:

- ◆ review all of the specified employability skills
- ◆ seek and record feedback on own performance
- ◆ identify action points

Formative assessment exercises involving candidates in identifying strengths and weaknesses and career opportunities can play an important part in building up the candidate's knowledge, understanding and confidence in relation to this Unit.

Written and/or recorded oral evidence, checklists and candidates reviews should be retained in the candidate's folio.

Assessor checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external verification purposes. If centres wish to develop their own assessment instruments these should be of a comparable standard to those contained in the NAB.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The National Assessment Bank (NAB) pack for this Unit provides templates for the candidate review sheets and for an investigation brief. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for verification prior to use.

National Unit Specification: support notes (cont)

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DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements