



## **Group Award Specification for:**

**National Progression Award in Maritime Studies  
at SCQF level 5**

**Group Award Code: GP82 45**

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# 1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

The maritime industry, in all its forms, is vital to Scotland's economy and society. It requires a steady flow of young people to join recognised training schemes such as Modern Apprenticeships or other long-term training programmes which can lead to employment as an officer (ie manager) in the Merchant Navy (ie commercial shipping).

This National Progression Award (NPA) Maritime Studies at SCQF level 5 is suitable for learners considering employment within the maritime sector and will equip them with the knowledge, skills and experiences employers want to see.

The qualification was initially developed in the Western Isles in response to strong interest expressed by school pupils working in the maritime sector. Employers, too, were keen and they were closely involved in developing the qualification.

The NPA Maritime Studies at SCQF level 5 complements the existing Skills for Work: Maritime Skills National 5 (SCQF level 5) award and builds upon its generic maritime content with a more industrial focus on the commercial maritime sector, aquaculture, fishing and related industries. Where learners are *sure* that they wish to work in the sector, this is the more suitable qualification.

The NPA is suitable for:

- ◆ senior phase school pupils
- ◆ further education (FE) college students wishing to develop their skills and knowledge in relation to maritime skills
- ◆ school leavers
- ◆ adult returners to education
- ◆ trainees participating in preparation for entering employment

Successful learners may progress to a Modern Apprenticeship or similar structured training programme, including training to be an officer in the Merchant Navy (typically a three-year training programme leading to certification recognised worldwide), to further study, or directly to employment.

Learners gaining the NPA Maritime Studies at SCQF level 5 could access potential employment opportunities in a wide range of maritime sectors including the Merchant Navy, aquaculture, fishing, marinas and the rest of the leisure sector, port authorities and the Royal Navy.

## 2 Qualification structure

### 2.1 Structure

The qualification is available at SCQF level 5.

The NPA Maritime Studies at SCQF level 5 comprises five units: four mandatory units given in Group A in the table below, and one optional unit, which must be chosen from the three units in Group B below. Learners will therefore either take a combination which gives them 13 credit points (9 at level 5, and 4 and level 4), 15 credit points (11 at level 5 and 4 at level 4) or 17 credit points (13 at level 5 and 4 and level 4)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
<b>Group A: Mandatory units</b>					
H0JA	04	Maritime Sector Overview	1	4	4
H0JD	04	Vessel Construction and Stability	1	3	5
H0JJ	04	Basic Navigational Watchkeeping	1	2	5
H0JK	04	Vessel Ropework, Anchoring, and Mooring Activities	1	2	5
<b>Group B: Optional units: learners must choose ONE of the following:</b>					
H0JC	04	Securing a Vessel for Passage	1	2	5
H4JH	04	Basic Vessel Engineering Systems	1	4	5
F5HH	11	Electrical Plant Safety and Maintenance	1	6	5

### **3 Aims of the qualification**

The principal aim of the qualification is to provide a route for learners to gain the knowledge, skills and experiences required by employers in a range of maritime sectors.

#### **3.1 General aims of the qualification**

To provide a foundation of knowledge, skills and experience about the maritime sector, based on employers' requirements, in order to help learners to secure employment in it. In particular:

- 1 develop skills and knowledge for employability and progression to work.
- 2 enable the learner to consolidate knowledge and skills to enhance career progression.
- 3 develop skills which are capable of being transferred to a wide range of employment in the maritime and related sectors.

#### **3.2 Specific aims of the qualification**

- 4 provide an introduction to the main features of the maritime sector, and sub-sectors within it.
- 5 provide training in a range of basic boat- and ship-handling skills, such as the characteristics of vessel construction and stability, and use of ropes, anchoring and mooring.
- 6 provide training in the basics of navigational watchkeeping.
- 7 provide, as options, a range of further skills in handling and managing vessels.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

There are no attainment barriers to entry to the NPA Maritime Studies at SCQF level 5, which should be open to all learners with the potential to achieve it.

Although no qualifications are required for entry, it would be beneficial for learners to have gained work experience in a maritime sector and to have considered the challenges and opportunities of work afloat. This should include the physical demands of jobs at sea: anyone who works at sea must, by law, meet minimum health requirements.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 3	<p>Working at sea requires clear communication, particularly to ensure the safety of the crew and the vessel:</p> <ul style="list-style-type: none"> <li>◆ produce a list of instructions for crew members to follow</li> <li>◆ communicate appropriate answers to harbour-master questions</li> <li>◆ communicate the appropriate health and safety rules to be displayed aboard a vessel</li> </ul>
Numeracy	SCQF level 3	<p>Practical calculations need to be made, eg in running an engine, assessing performance and supplies required:</p> <ul style="list-style-type: none"> <li>◆ calculate the total cost of any cargo carried</li> <li>◆ calculate the total mass of cargo carried in the hold of a ship and then determine if the ship is overladen</li> <li>◆ determine how long a journey will take to complete given time and speed</li> <li>◆ read values from digital equipment and scales</li> </ul>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	SCQF level 3	<p>Needed for use of electronic communication on board, and for planning and information retrieval ashore:</p> <ul style="list-style-type: none"> <li>◆ prepare an inventory of deck safety equipment using spreadsheets</li> <li>◆ use a chart plotter to determine vessel's position</li> <li>◆ retrieve weather information from a weather website</li> <li>◆ produce a timesheet for hours spent on vessel and determine gross pay</li> </ul>
Problem Solving	SCQF level 3	<p>Crew at sea need to be able to troubleshoot day-by-day problems on board and identify workable solutions without being able to call on expert support from on shore:</p> <ul style="list-style-type: none"> <li>◆ what procedure should be followed if an engine breaks down</li> <li>◆ organise a galley rota for ship's crew</li> <li>◆ what procedure should be followed if a liferaft is lost at sea</li> <li>◆ organise a passage plan for a voyage</li> </ul>
Working with Others	SCQF level 3	<p>Team-working at sea is essential, because crews are typically small, working to time pressures, and in potentially hazardous conditions:</p> <ul style="list-style-type: none"> <li>◆ carry out and organise a man overboard drill</li> <li>◆ load a cargo</li> <li>◆ prepare a vessel to go to sea, including equipment and associated paperwork</li> <li>◆ identify their own role and that of other team members</li> <li>◆ evaluate their own work and the work of others</li> </ul>

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

### 5.1 Mapping of qualification aims to units

Code	Unit title	Aims						
		1	2	3	4	5	6	7
H0JA 04	Maritime Sector Overview	✓	✓		✓			
H0JD 04	Vessel Construction and Stability	✓	✓	✓		✓		
H0JJ 04	Basic Navigational Watchkeeping	✓	✓	✓			✓	
H0JK 04	Vessel Ropework, Anchoring, and Mooring Activities	✓	✓	✓		✓		
H0JC 04	Securing a Vessel for Passage	✓	✓	✓				✓
H4JH 04	Basic Vessel Engineering Systems	✓	✓	✓				✓
F5HH 11	Electrical Plant Maintenance	✓	✓	✓				✓



## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Most of the units with the exception of the first and last (Maritime Sector Overview) are based very closely on units from the Marine suite of National Occupational Standards. Most of the units were created by the UK-wide, employer-led, body the Maritime Skills Alliance, to form a central core to qualifications used by those at the start of their careers in the sector.

Code	Unit title	National Occupational Standard	Maritime Skills Alliance reference
H0JA 04	Maritime Sector Overview	Not mapped to NOS	02
H0JD 04	Vessel Construction and Stability	Marine NOS Unit A1	05
H0JJ 04	Basic Navigational Watchkeeping	Marine NOS Unit B1	23
H0JK 04	Vessel Ropework, Anchoring, and Mooring Activities	Marine NOS Units B13, B21	24
H0JC 04	Securing a Vessel for Passage	Marine NOS Units A1, A33, B21	04
H4JH 04	Basic Vessel Engineering Systems	Marine NOS Units C1, C11, C12	07
F5HH 11	Electrical Plant and Safety Maintenance	EEE3/001 Complying with statutory regulations and organisational safety requirements EEE3/002 Using and interpreting engineering drawings and documents EEE3/003 Working efficiently and effectively in engineering EEE3/006 Providing technical guidance to others EEE3/026 Assembling rotor and armature windings EEE3/027 Assembling stator windings	N/A

Code	Unit title	National Occupational Standard	Maritime Skills Alliance reference
		EEE3/028 Assembling and fitting commutators EEE3/029 Balancing assembled rotors or armatures EEE3/030 Assembling and fitting electrical rotating equipment EEE3/034 Carrying out functional tests on electrical equipment EEE3/035 Locating and diagnosing faults in electrical systems and equipment	

### 5.3 Mapping of Core Skills development opportunities across the qualification

The following table shows where each of the units can contribute to Core Skills.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H0JA 04	Maritime Sector Overview	✓	✓	✓			✓	✓			✓	✓	
H0JD 04	Vessel Construction and Stability	✓			✓	✓	✓						
H0JJ 04	Basic Navigational Watchkeeping			✓					✓			✓	✓
H0JK 04	Vessel Ropework, Anchoring, and Mooring Activities	✓	✓	✓			✓	✓	✓	✓		✓	✓
H0JC 04	Securing a Vessel for Passage			✓						✓	✓	✓	✓
H4JH 04	Basic Vessel Engineering Systems	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
F5HH 11	Electrical Plant Safety and Maintenance						✓	✓	✓	✓	✓	✓	

## 5.4 Assessment strategy for the qualification

All SQA units provide evidence requirements for each of the outcomes. The evidence requirements are mandatory and subject to SQA and centre Quality Assurance procedures. This includes internal and external verification. Some units have outcomes that can be delivered holistically.

The table below shows an overview of evidence requirements and assessment conditions for the units within the National Progression Award in Maritime Studies SCQF level 5.

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Maritime Sector Overview	Written and/or recorded oral evidence listing sub sectors of maritime industry, entry requirements within sub sectors, sources of career information and vessel types. Also describing the responsibilities of maritime bodies.				
Vessel Construction and Stability	Written and/or recorded oral evidence identifying construction features and also describing/defining common stability terms and features.				
Basic Navigational Watchkeeping	Written and/or recorded oral evidence identifying watchkeeping terms, factors and equipment. Also describing/explaining watchkeeping duties and terms.				
Vessel Ropework, Anchoring, and Mooring Activities	Written and/or recorded oral evidence combining Outcomes 1, 3, 4 and 5 describing safe operation of ropework, anchoring and mooring activities.	Performance task where learner will produce knots and use rigging stages safely.	see Outcome 1		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Securing a Vessel for Passage	Written and/or recorded oral evidence identifying and describing relevant aspects ships weather/water tight integrity and securing cargo, etc for passage.				
Basic Vessel Engineering Systems	Written and/or recorded oral evidence. Two tasks will cover Outcomes 1–5. Task one identifying relevant components from diagrams. Task two describing and explaining the processes, procedures, and functions of basic engineering systems.				
Electrical Plant Safety and Maintenance	<p>Outcome 1, 2 and 3 require written and/or oral evidence and can be individually set or combined in the form of a short answer, multiple choice or on-line assessment to give the learner an opportunity to display knowledge of electrical plant safety and maintenance.</p> <p>Outcome 4 requires performance, written and/or recorded oral evidence and should in the form of a practical exercise to demonstrate the routine maintenance and fault identification of an item of electrical plant. Learners should complete the given maintenance documentation.</p> <p>Work-place evidence, verified by certificated assessors, may be considered as being valid for the assessment of Outcomes 4.</p>				

## 6 Guidance on approaches to delivery and assessment

This qualification was designed for learners who want to work in the maritime sector. It is designed to give them a combination of the knowledge, skills and experiences which employers want to see, providing a good foundation for a wide range of careers in the sector.

Six of the seven units are used in existing maritime training courses for professional seafarers; they are exactly the same units. Each unit has assessment criteria defined for it, which includes tests of knowledge (eg by examination, portfolio, presentations, or some other form of assignment) or observation of practical demonstration.

In keeping with the safety-critical nature of the maritime industry, all units are assessed on a pass/fail basis. None of the units is graded.

The units in the NPA Maritime Studies at SCQF level 5 are set at SCQF levels 4 and 5, in accordance with industry requirements for entry-level roles.

### 6.1 Sequencing/integration of units

While the units can be undertaken in any order, consideration should be given to the season and weather with respect to practical activities outdoors and especially on the water. Other than this, the unit *Maritime Sector Overview* (unit H0JA 04) should be completed as early as possible to enable learners to make informed career choices.

There is ample scope for integration between the units. For example, knowledge of key terms on board and in the surrounding water applies to the whole qualification, and the way a boat handles in the water is very much affected by her design and the nature of her construction.

### 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

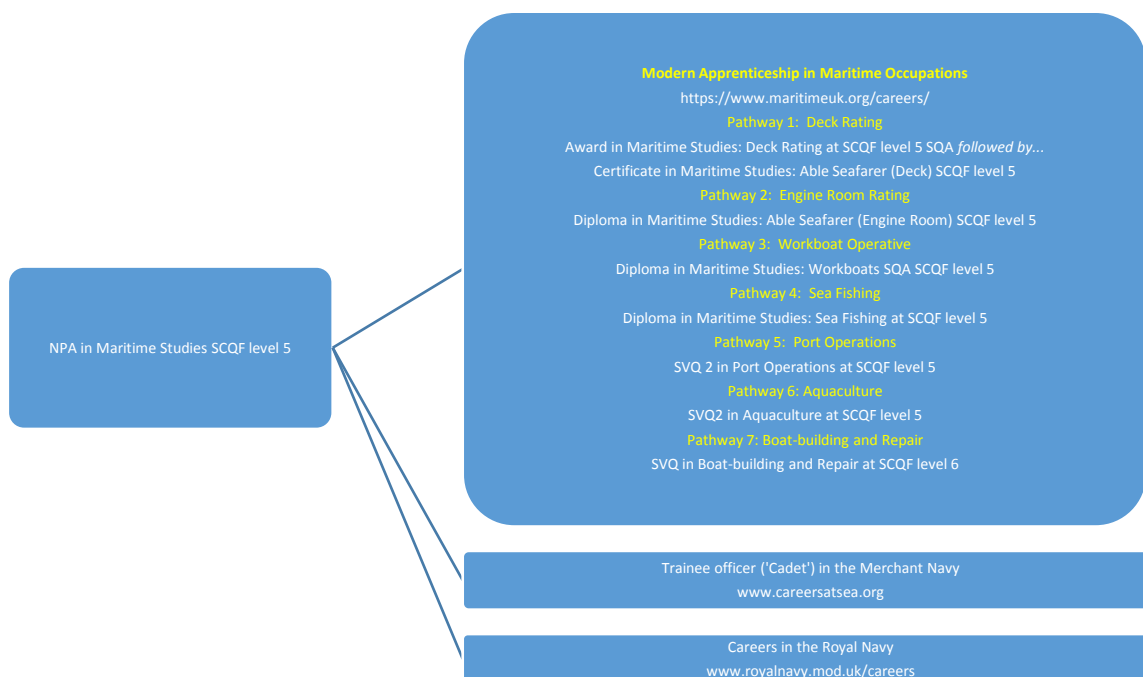
- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

Completion of this NPA Maritime Studies at SCQF level 5 may enhance a learner's opportunities for selection for Modern Apprenticeships (eg as a rating in the Merchant Navy or a workboat operative), or selection as an officer cadet in the Merchant Navy.



### 6.2.2 Professional recognition

Professional recognition is not required to pursue a career in the maritime sector.

## 6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this qualification. 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 learner 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)*.

## 6.4 Support materials

There are no Assessment Support Packs for this NPA.

## 6.5 Resource requirements

In addition to classroom space and standard audio/visual equipment, the following is required.

For unit H0JA 04 *Maritime Sector Overview*, staff should ideally have relevant experience at sea, but if they do not they should seek to supplement their knowledge, understanding and educational materials through visits to relevant companies, and their vessels.

For all the other units, staff should have relevant experience at sea, and learners should have appropriate Personal Protective Equipment, eg overalls, gloves, Personal Flotation Devices (lifejackets).

Much of the work on the practical units (ie all except unit H0JA 04) can be done in a classroom with appropriate equipment (which should be in current use at sea) and teaching materials (eg maps, technical drawings), but learners should all get the opportunity to practice their skills on board a working vessel, and ideally more than one type of vessel.

Visits to other types of vessel, or companies using vessels whether at sea or inshore, also offer good learning opportunities.



## 7 General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

If you are still at school and *sure* you want to work in the maritime sector, this qualification has been designed for you. We have designed it to provide a good introduction to a wide range of careers across the maritime sector, from work on a ferry, for example, in aquaculture, in fishing, or in ports and harbours and marinas. We have worked closely with employers to design the qualification to ensure it covers the skills and knowledge they value when people start work.

Different parts of the maritime sector have their own particular requirements: working on a large ferry, for example, is different from using a small boat in a fish farm, working on a fishing boat or helping to run a marina. But they all have certain things in common, like working safely on board, safe and reliable ways of casting-off and mooring again, and understanding the basics of the rules which relate to how boats and ships must behave. This qualification will give you a good grounding in those common elements.

Through this qualification you will learn about the make-up of the modern maritime industry, and key information both about how the industry as a whole works and how individual vessels work. You will learn about what keeps boats and ships stable, even when they're loaded or busy working. You will learn the practicalities of boat- and ship-handling, including the vital skill of keeping a 'watch', ie keeping alert to what's going on all around you all the time.

You get a choice between three further options, which cover the skill of making sure everything is safe on board (especially cargo) before your ship sails, basic engineering skills for small boats or Electrical Plant Safety and Maintenance.

This qualification could enable you to go straight into some jobs in the maritime sector, such as those in aquaculture and sea fishing, and work in harbours, ports and marinas where employers are looking for people with some experience of boats. The qualification will also provide a good basis for progression to a range of Modern Apprenticeships in the maritime sector, and other careers such as that for Merchant Navy officers (ie ship-board managers on commercial ships).

Successful completion of this award, practical skills learned will send a clear message to any potential employer that you are serious about a career at sea. Should you choose to remain in education, and have three further National 5s including Maths and Science you will have greatly improved your chances of selection for sponsored officer training. Teaching staff on the course will be happy to tell you more about this.

Anyone working at sea must also hold the necessary medical certificate, ENG1 or ML5 (meeting standards set by the Maritime and Coastguard Agency, and set out [here](#)).