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# National 5 Skills for Work Maritime Skills Course Specification (C269 75)

**Valid from August 2013**

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

# Course outline

**Course title:** National 5 Skills for Work Maritime Skills

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C269 75

## Mandatory units

The course comprises the following mandatory units:

J17S 75	<i>Seamanship: An Introduction</i> (National 5)	6 SCQF credit points
J17R 75	<i>Maritime Environment: An Introduction</i> (National 5)	6 SCQF credit points
J17N 75	<i>Small Boat Engineering</i> (National 5)	3 SCQF credit points
J17P 75	<i>Health and Safety in the Maritime Sector</i> (National 5)	6 SCQF credit points
J17M 75	<i>Employability Skills and Careers in the Maritime Sector</i> (National 5)	3 SCQF credit points

## Recommended entry

Entry is at the discretion of the centre.

## Progression

This course or its units may provide progression to:

- ◆ training/employment
- ◆ further education

## Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this course specification.

There is automatic certification of Core Skill component Working Co-operatively with Others at SCQF level 4 in this course.

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Standards are set by the Merchant Navy Training Board (MNTB) representing the employers of the Merchant Navy, the Maritime Skills Alliance (MSA), Maritime and Coastguard Agency and RYA. At present there are three suites of standards: a) the NOS for Small Craft — non-pleasure vessels in inland waterways and coastal operations, b) NOS covering seagoing roles in the deck and engineer departments of merchant ships, harbour tugs and fishing vessels is 'owned' and maintained by the MNTB and Seafish Industry Authority (SFIA) and c) NOS for Shore-based Ship Management. There is a direct relationship between STCW 95 standards and NOS covering Merchant Navy roles. The Standards Setting Body — Ports

Skills and Safety (PSS) have five suites of standards covering Harbour Masters, Marine Pilots and Port Operations. Also the Sector Board LANTRA has standards for Fisheries Management, which includes standards for the preparation and operation of small craft.

The units *Seamanship: An Introduction* (National 5) and *Small Boat Engineering* (National 5) within the National 5 Skills for Work Maritime Skills course through integrating activities broadly reflect underpinning knowledge and aspects of the National Occupational Standards:

- ◆ Manoeuvre unpowered vessels (MNTB)
- ◆ Operate vessel propulsion, auxiliary and service machinery and systems (MNTB)
- ◆ Contribute to vessel mooring, anchoring and securing operations (MNTB)
- ◆ Control the launch and recovery of vessels (MNTB)
- ◆ Handle lines and secure vessels (MNTB)
- ◆ Prepare and operate small craft (LANTRA)

The unit *Health and Safety in the Maritime Sector* (National 5) has aspects which broadly reflect the following standards:

- ◆ Take personal emergency action on board (MNTB)
- ◆ Locate, recover and transfer casualties in a marine environment (MNTB)
- ◆ Maintain personal health, safety and environmental standards on board a vessel (MNTB)
- ◆ Conduct an assessment of risks in the workplace (MNTB)
- ◆ Survive in water (PSS)

Further details are provided in the 'Rationale' section.

## **Equality and inclusion**

This Course Arrangements Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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).

## Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for National 5 Skills for Work Maritime Skills

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The National 5 Skills for Work Maritime Skills course has been designed to provide learners with opportunities to develop generic employability skills in the context of the maritime sector. The course may also assist progression into further education and training/employment in the maritime sector. This sector includes commercial sea fishing, the Royal Navy, the Merchant Navy, Maritime Search and Rescue, marine leisure, ports and harbours. The course will allow learners to start to develop the general and practical skills, knowledge and understanding and employability skills needed to work in the sector.

## Purposes and aims of the course

The general aims of the course are to:

- ◆ develop generic employability skills
- ◆ allow learners to experience vocationally-related learning
- ◆ encourage learners to foster a good work ethic, including time-keeping, a positive attitude and other relevant employability skills
- ◆ provide opportunities to develop aspects of a range of Core Skills in a realistic context
- ◆ encourage learners to take charge of their own learning and development
- ◆ provide a range of teaching, learning, and assessment experiences to motivate learners to achieve their full potential
- ◆ facilitate progression to further education and/or training and/or employment

In particular, the aims of the course are to:

- ◆ provide learners with a broad introduction to the world of work
- ◆ allow learners the opportunity to develop skills relevant to the world of work
- ◆ develop the learners' maritime skills
- ◆ give learners an opportunity to explore a career in the maritime sector
- ◆ provide opportunities for the personal development of skills and attitudes which will improve the learners' employment potential within the maritime sector
- ◆ develop an awareness of what opportunities there may be within the sector in terms of the types and range of career options
- ◆ provide learners with knowledge and skills which are directly relevant to employment within the maritime sector
- ◆ develop the learners' awareness of their individual strengths and weaknesses in relation to employment in general and the requirements of the sector, and to reflect on how this affects their employability potential

## **Information about typical learners who might do the course**

The primary target group for this course is school learners in S3 and above. It is anticipated that the course will rely upon and build on partnerships between schools, further education colleges, employers and other training organisations. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. The course is also suitable for learners who are seeking to enhance their general employability and/or vocational skills in the maritime sector.

The knowledge and experiences acquired by learners will help them to develop transferable employability skills and will also prepare them to work within the context of the maritime sector within Scotland.

# Course structure and conditions of award

## Summary of course content

The course provides a broad experiential introduction to maritime skills.

Learners will explore a variety and range of career opportunities — local, national and global — in the maritime sector including commercial sea fishing, the Royal Navy, the Merchant Navy, inland waterways and marine leisure, ports and harbours. They will be introduced to the operation of boats and their equipment in the unit *Seamanship: an Introduction* (National 5). Boat handling, the use of ropes, wires and chains, and effective anchoring, mooring and the securing of a vessel are tackled in the practical situation. An introduction is given to marine navigation where learners learn how to use a marine chart to plot the position of a vessel using standard marine instruments and how to take account of the weather in all aspects of the marine industry. The safety aspects of any job in the maritime sector are tackled in the unit *Health and Safety in the Maritime Sector* (National 5). Safe working practices on board ship, the lifesaving principles, basic first aid and basic fire safety are considered. The basic engineering involved with small boats such as pumping and steering mechanism is reviewed and the routine care and maintenance of the engine and auxiliaries on a boat are considered practically.

Central to the course is developing the employability skills valued by employers in general and necessary for effective work in the maritime sector. These skills are embedded in the different units, providing learners with the opportunity to practise and develop these skills through practical and team-working activities in real or simulated working environments and investigations throughout the course. Learners will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of feedback received and reviewing their progress throughout the course.

The following employability skills are key to the course and opportunities to develop and assess them are available through the nature of the activities and tasks built into the course:

- ◆ positive attitude and willingness to learn
- ◆ maintaining good time-keeping and attendance
- ◆ communication skills
- ◆ ability to follow instructions
- ◆ working co-operatively with others
- ◆ working to agreed deadlines
- ◆ showing respect and consideration for others
- ◆ flexibility and adaptability
- ◆ safe and appropriate handling of equipment
- ◆ awareness of requirements 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

The units of the course have been designed to be delivered in an integrated way and guidance on a suggested teaching pattern is given in this course specification.

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

The five mandatory units in this course are:

***Seamanship: An Introduction (National 5)*** **1 credit (40 hours)**

This unit introduces learners to the operation of boats and their equipment. It will enable learners to develop basic boat handling skills and an awareness of safety requirements in a maritime environment. Effective anchoring, mooring and the securing of a vessel will also be considered. The learners will learn from this unit the use of ropes, wires and chains.

***Maritime Environment: An Introduction (National 5)*** **1 credit (40 hours)**

The unit develops understanding of the weather and its effects on maritime activities in the United Kingdom. Charts are studied and basic navigation tasks are tackled to enable learners to plot a course and calculate the distance between two points.

***Small Boat Engineering (National 5)*** **0.5 credit (20 hours)**

This unit introduces learners to the basic engineering involved in small boats, for example: the construction of boats, the boat's method of propulsion, the steering of the boat, the types of engine, the differences between diesel fuel oil and petrol fuel oil, the uses and differences of hydraulic oil and lubricating oil and the routine care and maintenance of engine and auxiliaries on a boat.

***Health and Safety in the Maritime Sector (National 5)*** **1 credit (40 hours)**

The unit will equip learners with a basic understanding of health and safety issues, the safety procedures required for both working on board a boat and in the maritime environment in general. They will be introduced to the process of carrying out an assessment of risk and learn how risks can be minimised through safe working practice. Practical survival in the water will be practised and basic fire safety considered. The learners will also be introduced to the knowledge and skills necessary to deal effectively with casualties who are injured or who suffer a sudden illness, prior to being placed in the care of medically qualified personnel.

***Employability Skills and Careers in the Maritime Sector (National 5)*** **0.5 credit (20 hours)**

In this unit, the sub-sectors and the career opportunities in the maritime sector are investigated. Learners will review their performance in specified employability skills and evaluate their own strengths and weaknesses throughout the unit.

## Conditions of award

To achieve the award of National 5 Skills for Work Maritime Skills, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

# Assessment

## Assessment objectives

Assessment in this course will allow learners to demonstrate:

- ◆ generic employability skills
- ◆ knowledge and understanding of the maritime sector
- ◆ practical skills relevant to the maritime sector
- ◆ investigation skills
- ◆ review and self-evaluation skills

The skills and attitudes being developed in this course are assessed through an involvement in a range of practical activities, although there are also elements of knowledge and understanding which are essential. An important element in the assessment process will be the ability of the learner to review progress and development in specific employability skills throughout the course. Assessment should reflect current workplace practice through real or simulated workplace activities.

## Unit assessment

Assessment of the units in this course will be as follows:

### ***Seamanship: An Introduction (National 5)*** (1 credit)

Written and/or recorded oral and performance evidence is required for this unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of a safety checklist for a specific anchoring and mooring activity.
- ◆ Performance evidence generated by participation in practical activities for this assessment should be carried out in supervised conditions at required safety standards to provide evidence for the ability to handle a boat, work with ropes, wires and chains and to contribute to effective anchoring, mooring and securing of a vessel in a real or simulated maritime context.

The evidence will be produced at appropriate points throughout the unit and gathered in a folio of evidence.

### ***Maritime Environment: An Introduction (National 5)*** (1 credit)

Written and/or recorded oral and performance evidence is required for this unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of weather conditions and their effects on maritime activities and the ability to monitor weather conditions.
- ◆ Performance evidence generated by participation in practical activities to provide evidence for the ability to carry out a basic navigation task on a marine chart should be carried out in supervised conditions.

The evidence will be produced at appropriate points throughout the unit and gathered in a folio of evidence.

**Small Boat Engineering (National 5)****(0.5 credit)**

Written and/or recorded oral and performance evidence is required for this unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of basic engineering and maintenance for a small boat.
- ◆ Performance evidence generated by participation in practical activities should be carried out in supervised conditions at required safety standards to provide evidence for the ability to carry out a routine maintenance task on a small boat in a real or simulated maritime context.

The evidence will be produced at appropriate points throughout the unit and gathered in a folio of evidence.

**Health and Safety in the Maritime Sector (National 5)****(1 credit)**

Written and/or recorded oral and performance evidence is required for this unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of basic fire safety within the maritime sector.
- ◆ Performance evidence generated by participation in practical activities for this assessment should be carried out in supervised conditions at required safety standards to provide evidence of survival in water and assessment, management and treatment of casualties within emergency situations in a real or simulated maritime context.
- ◆ Completion of a basic risk assessment.

The evidence will be produced at appropriate points throughout the unit and gathered in a folio of evidence.

**Employability Skills and Careers in the Maritime Sector (National 5)****(0.5 credit)**

Written and/or recorded oral and performance evidence is required for this unit.

- ◆ Written and/or recorded oral evidence is required which demonstrates knowledge and understanding of the range of sub-sectors within the maritime sector and the associated career opportunities.
- ◆ Learner reviews completed on four occasions detailing progress in relation to the development of specified employability skills valued by the maritime sector.

The evidence will be produced at appropriate points throughout the unit and gathered in a folio of evidence.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

## Quality assurance

All instruments of assessment used within this course 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)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **2 Numeracy**

- 2.2 Money, time and measurement

## **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

## **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Seamanship: An Introduction (National 5)</i>	= A
<i>Maritime Environment: An Introduction (National 5)</i>	= B
<i>Small Boat Engineering (National 5)</i>	= C
<i>Health and Safety in the Maritime Sector (National 5)</i>	= D
<i>Employability Skills and Careers in the Maritime Sector (National 5)</i>	= E

Employability skill/attitude	Evidence
◆ Positive attitude and willingness to learn	B, C, D, E
◆ Maintaining good time-keeping and attendance	D, E
◆ Communication skills	B, C, D, E
◆ Ability to follow instructions	A, B, C, D, E
◆ Working co-operatively with others	A, D, E
◆ Working to agreed deadlines	B, C, E
◆ Showing respect and consideration for others	A, D, E
◆ Flexibility and adaptability	E
◆ Safe and appropriate handling of equipment	A, B, C, D, E
◆ Awareness of requirements of Health and Safety	A, C, D, E
◆ Understanding of Personal Survival Techniques	A, D, E
◆ Fire safety awareness	D, E
◆ Confidence to seek feedback	D, E
◆ Reflecting on own performance	E
◆ Review and self-evaluation skills	E
◆ Understanding of the workplace	A, B, C, D, E

## Assessment evidence in all units:

- A = Performance evidence supported by assessor observational checklists, written and/or oral evidence.
- B = Folio containing investigation of basic maintenance of engines and engineering in small boats, performance evidence supported by assessor observational checklist.
- C= Folio containing investigation of weather and its effects, performance evidence supported by assessor observational checklist.
- D= Risk assessment, case study, performance evidence supported by assessor observational checklists.
- E = An investigation which demonstrates knowledge and understanding of aspects of the maritime sector, learner reviews completed on four occasions detailing progress in relation to the development of specific employability skills valued by the maritime sector.

## Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

### Guidance on approaches to delivery and assessment for this course

The main approaches to learning in this course should be experiential and learner centred. Learners should have the opportunity to learn and develop the practical aspects of seamanship if at all possible in a realistic work environment. Given the practical nature of teaching/learning and assessment, centres should ensure that teaching blocks are of sufficient time to allow a meaningful experience for learners.

Schools should work in partnership with, for example, colleges and/or training establishments and/or employers. By allowing learners to access a real workplace or simulated environments, they will gain a much broader understanding of the working environment in general and in particular of the maritime sector. This will help them to develop positive attitudes towards the workplace. The development of such partnerships with colleges and/or training centres and/or employers is important for this course.

Centres should ensure that an induction to each unit as well as the induction to the course as a whole is given. This will help learners to understand what is required of them for each unit and the approaches to be taken.

Teaching and learning should encourage learners to take responsibility for their own learning and development. The integration of employability skills, in particular self-evaluation skills, will allow learners to take responsibility for seeking feedback and identifying action points for improvement in their own performance. This should help to develop confidence in taking advice and in asking for direction and assistance where necessary.

Learners should be encouraged throughout the course to use as many methods to gain the information required. Apart from teaching notes provided, they should make full use of the internet, journals (online and printed), books, national and local newspapers, workplace visits, and friends and family who have knowledge or experience of the maritime sector. Learners should be encouraged to play an active part in their own learning by discussing their own views and thoughts on the maritime sector, careers and personal preferences with peers and teaching staff.

### Sequencing/integration of units

Centres should ensure that an induction to the course is given which will enable learners to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the maritime sector are emphasised at this time.

While individual centres should decide the sequence of delivery which is most appropriate to them, it is suggested that the unit *Employability Skills and Careers in the Maritime Sector* (National 5) is introduced early in the programme. Outcome 3 of this unit requires learners to review their employability skills and this should take place throughout the course. It can be integrated with the other four units in the course to give opportunities for reviewing and evaluating these skills while studying the other units in this course. It is anticipated that

evidence for outcome 3 of this unit will be gathered throughout the course. These opportunities will arise when learners are undertaking:

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

It is suggested that the unit *Health and Safety in the Maritime Sector* (National 5) is also delivered near the start of the course as this considers the safety aspects of working in the maritime sector and thus prepares learners for the practical aspects of the unit *Seamanship: An Introduction* (National 5).

## **Guidance on approaches to delivery**

### **Visiting speakers/visits**

Centres are encouraged to develop links with employers and industry representatives who may be able to offer support in terms of visiting speakers and arranging visits to a port, harbour, marina or ship. Such visits will be helpful throughout the course but may be particularly helpful when investigating career routes and different job roles within the maritime sector and will provide learners with a realistic view of jobs and conditions within the sector.

### **Health and Safety**

Compliance with Health and Safety regulation is of paramount importance in this course. Emphasis should always be on the practice of working safely and the extent of knowledge required by the learners must be clearly defined and appropriate to National 5.

It is the centre's responsibility to produce risk assessments which set out the safe working/teaching and learning arrangements for teachers, support staff and learners. Centres will be familiar with the requirements of the Health and Safety at Work Act, the Management of Health and Safety at Work Regulations, Control of Substances Hazardous to Health, Provision and Use of Work Equipment Regulations and other legislative requirements where risk assessments are necessary. (This list of statutes is not intended to be exhaustive, and centres must comply with all current relevant legislation whether listed or otherwise.)

## **Guidance on approaches to assessment**

### **Practical work**

Within the skills-specific units *Seamanship: An Introduction* (National 5), *Small Boat Engineering* (National 5), *Maritime Environment: An Introduction* (National 5) and *Health and Safety in the Maritime Sector* (National 5), learners will produce evidence when completing practical activities. Learners will first learn and practise the correct techniques and methods for each of the skills they undertake. Assessment of the various practical skills will take place at appropriate points throughout the course.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. 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. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core Skills

As the course is designed to be practical, each part of the learning and teaching should incorporate both theory and practice, to facilitate learning. This will assist learners in understanding the application of knowledge and understanding to practical tasks. Health and safety is integral to all practical tasks and should be emphasised at the start of, and throughout, each session. Opportunities to develop aspects of Core Skills will arise naturally. For example, in order to carry out the activities in *Maritime Environment: An Introduction* (National 5) aspects of numeracy will be developed when making calculations for the chartwork. Communication skills will be developed in listening and speaking and in the presentation of their folio on careers. Learners will need to work with others in carrying out a task on a boat and hence the understanding of the required attitudes to ensure good group working dynamics will be developed. Aspects of problem solving will arise during practical work.

Some units in this course have the Working Co-operatively with Others component of Working with Others at SCQF level 4 embedded in them.

# General information for learners

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

The course focuses on:

- ◆ the employability skills identified by employers as being relevant for working in the maritime sector
- ◆ the basic engineering and maintenance of small boats
- ◆ giving you a basic understanding of health and safety procedures required for working on board a boat and in the maritime environment
- ◆ the effect the weather has on maritime activities in the United Kingdom
- ◆ introducing you to the operation of boats and their equipment

You will learn how to:

- ◆ Investigate a range of sub-sectors within the maritime employment industry.
- ◆ Look into career opportunities within the maritime sector.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Investigate the construction of boats, the boat's method of propulsion, the steering of the boat and the types of engine. You will also investigate the different types of oil and their uses.
- ◆ Investigate the maintenance of boat engines and parts.
- ◆ Present information on the basic engineering involved in small boats.
- ◆ Perform a routine maintenance task for the engine of a small boat.
- ◆ Carry out a risk assessment in a maritime sector environment.
- ◆ Take part in a practical survival exercise in a given role.
- ◆ Demonstrate the management and treatment of casualties within an emergency situation.
- ◆ Demonstrate an understanding of basic fire safety within the maritime sector.
- ◆ Investigate weather conditions and their effects in the UK maritime sector.
- ◆ Monitor weather conditions and their effects on maritime activities.
- ◆ Perform basic navigation tasks on a marine chart.
- ◆ Demonstrate the basic skills required to handle a small boat.
- ◆ Produce a safety checklist for a specific anchoring and mooring activity.
- ◆ Work with others to safely anchor and moor a small boat.
- ◆ Use ropes, wires and chains in a maritime environment.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area and/or further develop skills that will help in employment.

# Administrative information

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**Published:** October 2018 (version 3.0)

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## History of changes to national course specification

Version	Description of change	Date
2.0	2013 — Course re-coded as part of CfE development programme but no change to Course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the course specification.

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