

Open Awards Qualification Unit



This unit forms part of a regulated qualification.

1 Unit Details

Unit Title:	Working in the Maritime Sector
Unit Reference Number:	R/618/7077
Level:	3
Credit Value:	7
Minimum GLH:	52

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the job roles and regulation in the maritime sector	1.1 Describe three types of maritime job roles
	1.2 Analyse one key regulatory framework that applies: <ul style="list-style-type: none"> a) Internationally b) At a UK level
	1.3 Summarise the roles of: <ul style="list-style-type: none"> a) Port and flag state surveyors b) Classification surveyors c) Small-craft surveyors
	1.4 Summarise the industry requirements for insurance, including: <ul style="list-style-type: none"> a) Hull and machinery insurance b) Cargo insurance c) Third-party liability d) Protection and Indemnity clubs
2. Understand the flagging and classification of vessels	2.1 Explain the purpose of vessel registries
	2.2 Explain reasons for an Owner's choice of flag state

	2.3	Evaluate the merits of two different classification societies
3. Understand health and safety in the marine environment	3.1	Describe key legal responsibilities for employees and employers in maintaining a safe and healthy marine environment
	3.2	Explain the importance of creating a safe working culture in the marine environment
	3.3	Outline the statutory records that need to be kept in relation to health and safety in the marine environment
	3.4	Identify the key electronic aids to navigation and safety at sea
	3.5	Explain how vessel traffic systems and the Collision Regulations ensure the safe passage of vessels
4. Understand how the environment is protected in the maritime sector	4.1	Explain how MarPol regulates the impact of human activity on the marine environment
	4.2	Evaluate how one environmental issue in the marine environment is being addressed
5. Understand about emergencies and incidents	5.1	Describe two types of emergencies that could occur: a) On-board a vessel b) In a port environment
	5.2	Explain the steps that need to be taken in response to accidents and near misses
6. Understand the impact of future trends in maritime	6.1	Assess future global demand for maritime jobs
	6.2	Outline trends in vessel and port automation
	6.3	Explain one future impact of technology on ship management

Learning Outcome 1 - Indicative Content

AC 1.1	Learners need to choose three role and the following are examples. a) Ship and Port agency b) Harbour Master and Port Control c) Chartering d) Vessel supplies e) Crew management f) Vessel crewing g) Port tugs and workboats h) Cargo handling i) Bunkering j) Ship Superintendence k) Vessel servicing
AC 1.2	Learners need to analyse one of the key regulatory frameworks as they apply: a) Internationally b) In the UK at a national level When teaching this at an international level, Tutors/Teachers should consider the role of the IMO and ILO in terms of SOLAS, STCW, ColRegs, MLC, cargo codes. In the UK context the

	<p>role of the Maritime Coastguard Agency in terms of:</p> <ol style="list-style-type: none"> The certification and training of seafarers Vessel inspection and surveying Safe navigation of UK vessels including the production of M notices and types of M notice UK Ship register Coordination of search and rescue
Learning Outcome 3 - Indicative Content	
AC 3.1	<p>When teaching this the following should be considered:</p> <ol style="list-style-type: none"> Health and safety at work act The Merchant Shipping (Safety of Navigation) Regulations 2020 Code of Safe Working Practices Provision and Use of Workplace Equipment Regulations Lifting Operations and Lifting Equipment Regulations Control of Substances Hazardous to Health regulations MCA vessel codes
AC 3.3	<p>When teaching this consider including the basic Col Regs, the role of VTS, Traffic schemes such as shipping lanes and precautionary areas and port entry / bridge and lock lights and procedures.</p>
AC 3.4	<p>Learners could create a table of documentation that must be kept up to date on the bridge of a vessel. This could include examples such as deck log, engine room log, oil record book, garbage log, crew details including certification, survey records, records of equipment checks, for example with regards to LOLER and PUWER for boat yards and lifting equipment on vessels, accident records, records of safety training, audits of safety drills, risk assessments, and on a fishing vessel, catch records.</p>
AC 3.5	<p>When teaching it is suggested that an overview of GMDSS, requirements to carry, and qualified operation of GMDSS equipment, AIS, Voyage data recorders, voluntary tracking apps and simple ECDIS overview. Other electronic navigation equipment required under SOLAS chapter 5, is covered in the optional vessel navigation unit so should not be taught in detail here.</p>
Learning Outcome 4 - Indicative Content	
AC 4.1	<p>Learners should explain the Marpol annexes, what they cover, and examples of how they are implemented.</p>
AC 4.2	<p>Learners should choose ONE issue to investigate, but the teaching should include a wider spectrum of learning such as, alien species, noise pollution, ghost fishing gear, destruction of habitat. Though an awareness of pollution entering the marine environment from terrestrial sources in a port environment should be mentioned (ie plastic sheets, windblown rubbish, run off from accidental spills etc). This should be a light touch.</p>
Learning Outcome 5 - Indicative Content	
AC 5.1	<p>Learners should explain one type of emergency that could occur on board a vessel and one type of emergency that could occur in port. Learners should consider introducing to the following types of emergency afloat: grounding, foundering, collision, fire, enclosed space, medical emergency. Examples of shore side emergency could include: fire, falls, crushing, electrocution, vehicle accidents, dust and cargo related accidents, drowning and unknown person security / terrorism incidents. This is a useful publication on port safety.</p>
AC 5.2	<p>Learners need to be aware of dangers and how to attempt to make safe before risking anyone else's life. For example, raising the alarm quickly to alert others, the need for training, drills and appropriate equipment in responding to emergencies where possible. This is a good opportunity to remind learners of the roles of the HSE and MAIB in reporting of accidents and the statutory requirement to record accidents in the accident book, RIDDOR to the HSE or MAIB as appropriate.</p>
Learning Outcome 6 - Indicative Content	
AC 6.3	<p>Learners could consider how technology may impact on their careers during their working lives.</p>

