
Maritime Apprenticeship Framework Project April 2008

Carried out on behalf of
The Maritime Skills Alliance
By Chase Consulting

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Maritime Apprenticeship Framework Project

1. Aims and Objectives

- 1.1. The Maritime Apprenticeship Framework Project was carried out on behalf of the Maritime Skills Alliance (MSA) between December 2007 and March 2008. The overall aim of the project was to investigate the development of an overarching apprenticeship framework to comply with the Government's Apprenticeship Blueprint and meet the needs of the industry's sectors: Fish Catching, Ports, Merchant Navy and Leisure Marine.
- 1.2. The project represents the first step in developing a properly recognised apprenticeship for the maritime sector eligible for LSC/Scottish Enterprise funding; ultimately helping to meet the industry's recruitment needs through a programme of high quality training and experiential learning. The stated project objectives were to:
 - a) clarify current requirements in the context of the industry
 - b) research and identify knowledge based elements required for the sector and explore an integrated means of delivery
 - c) produce an overarching draft apprenticeship framework for the Maritime Sector, to form the basis for widespread consultation with employers
 - d) research the delivery of the associated 'key skills'
 - e) research and Identify 'Employee rights and responsibilities' and recommending how they might fit in and be delivered through the framework
 - f) produce a comprehensive Report summarising the outcomes of the Research work undertaken above

2. Methodology

- 2.1 The project work was essentially carried out through desk research, telephone and face-face interviews. The range of source materials and websites consulted are appended to this report as Annex I and II and those who have been consulted as part of the project are shown in Annex III.
- 2.2 Broadly speaking, documentation reviewed falls into one of three categories:
 - a) Sector documentation (e.g. NOS, units in development, occupational maps, previous apprenticeship submissions)

- b) Apprenticeship information and guidance documentation (e.g. background policy documents, good practice guides, guidance for the development and submissions process)
 - c) Apprenticeship frameworks or related documentation belonging to other SSBs/ SSCs (e.g. apprenticeship submissions, apprenticeship strategies)
- 2.3 Face to face and telephone interviews were held with representatives of SSDA, SSAScot, DELNI, QCA, LSC, professional associations in the maritime sector and a range of Standard Setting Bodies (including the MSA itself).
- 2.4 In terms of methodology the project progressed by: asking the project steering group to identify the roles that the apprenticeship was required for; identifying the competence based qualifications which existed for those roles and recording accreditation end dates; researching progression routes, employer requirements and qualifications available to the concerned roles; locating available official guidance appropriate to the development of apprenticeships in the four nations; elaborating on the findings through desk-based research and interviews with representatives of the advisory and regulatory bodies; interrogating the industry data to establish the extent to which the apprenticeship requirements could be met and to recommend priority action; produce a draft framework indicating where further work and exploration would be required.
- 2.5 The project work was hampered by the closing of the SSDA at the end of March 2008 and the Training for Success review in Northern Ireland taking place at the same time. SSDA responsibilities are to be taken over by the new UK Commission for Employment and Skills (UKCES), however the resulting staff changeovers and the winding down of some posts coincided with the time in the project where comment on the emerging draft would have been most valuable.
- 2.6 Despite various impediments, the combination of research activities enabled the consultants to:
- expand on the requirements as outlined in current apprenticeship guidance (Policy and Practice Document for Scotland, Apprenticeship Blueprint for England and Wales *and Northern Ireland further to their consultation on 'Training for Success, Qualifications and Credit Framework'*)
 - assess the work necessary in each of the various sectors, in order to provide the various components of an Apprenticeship which meets current guidance requirements.
 - examine available apprenticeship frameworks and associated documentation to contribute to an appraisal of methods used to: deliver knowledge based elements; key skills and ERR

- produce a draft apprenticeship structure for the sector (Annex B) with accompanying recommendations (Annex C) for consultation and further development.

2.7 The project was overseen by the representatives in the below table, who provided vital information and documentation required to facilitate the research and produce the draft framework:

| Steering Group Member | Representing |
|------------------------------|------------------------------|
| Peter Bond | Ports Skills and Safety |
| Keir Day | Seafish Industry Authority |
| Sarah Dhanda | British Marine Federation |
| Glenys Jackson | Merchant Navy Training Board |
| Jon Lansley | Seafish Industry Authority |
| Deborah Ready | Ports Skills and Safety |
| Philip Wells | MSA Project Manager |

2.8 Data contributing to Project Outputs is discussed in the following sections of this document.

3. Clarification of Requirements 1: The Structure of Apprenticeship Frameworks in the Four Nations

- 3.1 Research has revealed that there are differences in the terms used as well as differences in the content of the framework across the UK nations. This can be somewhat confusing, since on occasion; terms differ even when content does not. For example, in England there are foundation apprenticeships at Level 2 differing in Scotland where there are traineeships at Level 2. In Scotland, Wales and Northern Ireland, modern apprenticeships are at Level 3, whereas in England apprenticeships at L3 are known as advanced apprenticeships.
- 3.2 Apprenticeship provision is common across the four nations in that it provides:
- job specific competence;
 - the underpinning theoretical knowledge to enable effective performance in the job;
 - transferable key or core skills to support them across jobs and throughout their working life and
 - an understanding of their rights as an employee and their responsibilities to their employers (Employee rights and responsibilities – ERR).
- 3.3 The following summarises the situation, whilst highlighting the differences in requirements across the four nations.
- 3.4 **For England and Wales**, apprenticeships/modern apprenticeships now need to be informed by the new Blueprint guidance. The Blueprint states that the competence-based element must be assembled from the National Occupation Standards from the employment sector for which the framework is designed. However the Blueprint also states that the content of the competence based element can be determined by Sector Skills Councils.
- 3.5 The Blueprint requires key skills in communication and application of number at Level 1 for apprenticeships and the same at Level 2 for advanced apprenticeships. Key skills must include an end test, unless a specific relaxation applies. However there is flexibility in terms of how the key skills are contextualised / integrated with the external assessment.
- 3.6 The Blueprint offers several areas of flexibility over and above previous guidance. The particular areas of flexibility relevant to this project are:
- The content of the competence element may be determined by the Sector Skills Councils, Sector Bodies and their employers;

- Assessment methods should be determined by the appropriate Sector Skills Council in collaboration with the QCA.
- The knowledge element may, or may not be integrated with the competence element at the discretion of the Sector Skills Councils, Sector Bodies and their employers.
- Grades may be introduced to Apprenticeships or their component parts

3.7 **Apprenticeships in Scotland** are referred to as *Traineeships* at Level 2 and *Modern Apprenticeships* at Level 3. Technical Certificates are not required in Scotland. The Scottish Executive is keen to see language qualifications included in all Scottish MA Frameworks and SSBs are encouraged to include these where appropriate. Particular requirements of the framework are that:

- MA Frameworks must contain S\NVQ(s) at level 3 or above.
- MA Frameworks must contain all 5 core skills. All core skills must be at Intermediate 1 or above. Where possible there should be detailed mapping of these at performance criteria level.
- All sectors should encourage the achievement of additional awards, qualifications and training.

3.8 **The Department for Education and Learning in Northern Ireland** (DELNI) responded to project contact in March 2008, after the initial difficulties in establishing communication (whilst they undertook the general review of their jobskills programme). DELNI have advised the project that Northern Ireland will join England and Wales in adhering to the Blueprint with submissions going through the approvals group.

3.9 It should be noted that Key/Core Skills are called Essential Skills in Northern Ireland.

4. Clarification of Requirements 2: Development, Submission and Approval

- 4.1 2007/8 saw approximately 80,000 apprenticeship starts. The Skills for Business Network (SfBN) believe that they will deliver the Apprenticeship Entitlement of 250,000 in learning by the year 2013/14 and meet the Leitch¹ target of 400,000 in learning in England each year by 2019/2020. There is consequently a great deal of government emphasis on increasing the number of apprenticeships available. Alongside this initiative, policy documents indicate that there is also concern about the number of apprenticeships for which there is little or no take-up.
- 4.2 The outcome appears to be the relaxation of some of the more stringent guidelines which may have hindered development as well as uptake, accompanied by an increase in quality control.
- 4.3 Current guidance dedicates increased attention to the process by which apprenticeship frameworks are developed, over and above the framework itself. The take-up and effectiveness of the apprenticeship will be directly related to the process through which it has been developed and implemented and will have a clear correlation to the extent to which it meets industry need.
- 4.4 There are a variety of these 'process type' factors which are given prominence in the current guidance. One factor is increasing concern to ensure that apprenticeships which are developed / resubmitted have clear employer support.

Apprenticeships must be completely demand led, with primary demand coming from the employer

Without the employer there is no Apprenticeship, regardless of the wishes of learners, providers or government. Promoting Apprenticeships is therefore a fine balance between engaging employers and building awareness and demand among young people.

Apprenticeship Blueprint pg 4

- 4.5 Research activities indicate that a substantial degree of importance will be placed on the extent to which apprenticeships are supported by the industry's employers. A strong submission will show that apprenticeships have been constructed according to the needs and set-up of the industry. There will be clear evidence demonstrating employer support and a range of methods will have been used to consult employers and other stakeholders on key aspects of the apprenticeship. Since a substantial

¹ World class skills: implementing the Leitch review in England July 2007

portion of the apprenticeship is dependent on the employer this emphasis would seem to be appropriate.

- 4.6 Project consultations indicate that some of the employers in the industry's sub-sectors maybe reticent to the introduction of further qualifications and training schemes if they were seen as being imposed and proved to be unnecessary. This is mainly as a result of previous interventions and initiatives which have been unsuccessful or unsuitable for those working in the industry.
- 4.7 Research and marketing will consequently need to play a major part in the further development and implementation of the maritime apprenticeship. Quality research and sound implementation strategies are likely to contribute to the population of the apprenticeship programme, the support of employers as well as rendering the framework submission a greater chance of success.

Approval mechanisms for Apprenticeships in England and for Foundation Modern Apprenticeships in Wales

- 4.8 The approvals process, which takes effect from the 1st January 2006, is in two stages:
- The Skills for Business Apprenticeships Approvals Group (SfB AAG) has the responsibility for approving apprenticeship¹ frameworks for use in England and Wales and for ensuring that they meet the requirements of the Apprenticeship Blueprint.
 - Following full approval by the Skills for Business AAG, frameworks will be forwarded to the relevant funding agency. In England frameworks will be submitted to the LSC for a funding decision. The decision on funding will be notified by the LSC direct to the SSC/SB, copying the SSDA Policy Advisor in to inform them of the approval. In Wales all frameworks are funded once approved. Both agencies will then update their databases to include the frameworks.
- 4.9 All apprenticeship frameworks must be submitted to the Skills for Business AAG for approval. Failure to do so will result in the framework not being funded by LSC or ELWa.
- 4.10 The Skills for Business AAG will license frameworks for 3 years, after which time Sector Skills Councils (SSCs) and Standards Setting Bodies (SSBs) will need to review their frameworks to evaluate their impact, ensure that qualifications are relevant and valid and to add or delete pathways. Although the licence will expire after three years, SSCs/SSBs are expected to take an incremental approach towards monitoring their frameworks during this period, to ensure that qualifications they contain remain valid

and fit for purpose. The process will be developed by the Skills for Business AAG and this guidance will be updated accordingly.

- 4.11 SSDA has previously provided support to SSCs and SSBs with the submissions and approvals process as follows:
- A Policy Adviser whose role is to provide advice and guidance on the submissions and approvals process.
 - An administrator who will receive frameworks for submission to the Skills for Business AAG, maintain a library of approved frameworks and act as a contact point when the Policy Adviser is out of the office.
 - Training sessions and updating for apprenticeship managers to meet identified learning and development needs, as appropriate.
- 4.12 SSDA have advised that this supportive role is not part of UKCES's remit although this support will continue for a limited period of time whilst handover and settling in is taking place.
- 4.13 The SSDA previously published the dates of the Skills for Business AAG bi-monthly meetings up to one year in advance on their website at www.ssda.org.uk/apprenticeships, this service is likely to be continued via the UKCES website.

Approval of Frameworks in Scotland and Northern Ireland

- 4.14 Despite working to the Blueprint the approvals process for Scottish Modern Apprenticeships and Northern Ireland Traineeships and Modern Apprenticeships works independently to the system in operation in England and Wales. SSCs/SSBs will need to submit separate frameworks to the Modern Apprenticeship Implementation Group (MAIG) for apprenticeships in Scotland and to the Department for Employment and Learning (DELNI) for apprenticeships in Northern Ireland, following published guidance on the process for the submission of frameworks.
- 4.15 SSCs/SSBs will need to allow four months between the date they submit the framework for approval to the Skills for Business AAG and the anticipated implementation date for the following reasons:
- the Policy Adviser will need to undertake an initial quality check when the framework is submitted, to ensure that the SSC/SSB has completed all the information necessary for consideration by the Skills for Business AAG.;
 - the SSC/SSB might have to undertake some further work to bring the framework in line with the guidance and to resolve queries raised by the Policy Adviser;

- as approval is not guaranteed at the Skills for Business AAG, it is likely that the SSC/SSB may need time to address queries raised by the group.
- the LSC will need time to make the funding decision, notify the SSC/SB and to update their databases.
- Once the Policy Adviser has provided feedback on the draft framework, SSCS/SSBs must submit the final version for approval fifteen working days before the Skills for Business AAG meeting. There can be no exceptions to this timescale in view of the workload of the Skills for Business AAG and the time needed to fully consider each framework.

4.16 The following document provides important information on the process before, during and after the approvals meeting: Submission and Approval of Apprenticeship Frameworks for England and Wales Guidance for Sector Skills Councils and Standards Setting Bodies Vs 1/2006 and can be found at: <http://www.ssda.org.uk/pdf/060405%20D%20Apprenticeships%20Approval%20Group%20approvals%20process.pdf>

Funding Arrangements

4.17 The learning required in the apprenticeship is government funded further to approval of the framework. Funding is provided through different organisations for different parts of the UK as shown in the table below.

| Funding Agencies for Apprenticeships | | | |
|---|--|--|--|
| England | Northern Ireland | Scotland | Wales |
| Learning and Skills Council | Department for Employment and Learning | Highlands and Island Enterprise Scottish Enterprise | Department for Education and Lifelong Learning |

4.18 Apprenticeships may include other elements as required by employers in addition to those described in section 3 above (i.e. competence based element, knowledge based element, transferable, or 'key' skills and employment rights and employment rights and responsibilities); however these additional elements will not normally be covered by government funding.

4.19 Where other government funded training schemes exist in the industry's sub-sectors, the MSA will need to identify and demonstrate clear distinction between LSC funded elements of the apprenticeship and any related elements of schemes funded via other initiatives (e.g. Merchant Navy Training Board approved training programmes).

5. Identifying the Competence Based Element of the Framework

5.1 The job roles for which an apprenticeship seemed appropriate were identified by the Project Steering Group. Roles were identified for each of the industry's sub-sectors: Marine Leisure, Merchant Navy, Port Skills and Sea Fishing. Roles identified are shown below:

- **Marine Leisure Sector:** sailing / watersports instructors / managers both for sailing schools & holiday companies, superyacht careers (ranging from deck to engineering), and possibly those covered by the Boatmasters licence requirement
- **Merchant Navy Sector:** job roles at Levels 2 & 3 relevant to: to deck, engineer and electro-technical ratings and Officers in -
 - The tug sector
 - The offshore support sector
 - Emergency response and rescue vessel sector
 - Coastal passenger sector
- **Port Skills and Safety Sector:** Port operatives at Level 2 and 3 (summarised as: Lift truck operators, Crane drivers, Cargo handling operatives, Crew of small harbour craft, Lock operatives, Ship berthing operatives, Customer service operatives, Passenger check in operatives, Vehicle marshalling operatives, General operatives, Team leaders). Of this group there is particular relevance for Team Leaders and those in Stevedoring.
- **Sea Fishing Sector:** Deckhands at Level 2 and Officers of the Watch, Mates, Skippers and Bridge Watchkeepers at Level 3.

5.2 The Apprenticeship Blueprint is clear on the requirements for the competence input.

The competence-based element should take the form of a National Vocational (NVQ) and should be assessed using methods designed to test competence

It must be assembled from the National Occupation Standards from the employment sector for which the framework is designed and if required, other employment sectors

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5.3 Additional information which must be considered in the identification of the competence based element is related to funding. At the current time the LSC

will only fund whole accredited qualifications and will not fund a collection of units.

- 5.4 It should be noted that from 1 August 2010, the LSC will not be expecting to fund any new enrolments on provision outside the Qualifications and Credit Framework², including any residual National Qualifications Framework provision. During the period 1 August 2008 to 1 August 2010 the LSC will be funding a mixed economy of National Qualifications Framework provision / non-accredited provision and Qualifications and Credit Framework provision, but will be planning a gradual shift of funding to only Qualifications and Credit Framework provision.³

Competences for Roles Identified in Marine Leisure

- 5.5 The project was informed that in most cases NOS were not available for the relevant roles, since the sector had traditionally been driven by RYA qualifications.
- 5.6 Further exploration showed that NOS covering Sailing/ Watersports Instructors and Managers for Sailing Schools had primarily been developed by Skills Active. These roles were covered by competences at S/NVQ Levels 3 and 4. Consultation with the advisory and regulatory bodies confirmed that it was possible to use qualifications developed in other employment sectors as part of a maritime apprenticeship, although consultation with the appropriate standard setting bodies would of course be required. N/SVQs relevant to managers in holiday companies existed in tourism and leisure within the People 1st remit, however these were currently under review and again were likely to be Level 4 competences.
- 5.7 The project was informed that most of those working in deck and engineering on superyachts were likely to have progressed from similar posts in the Merchant Navy; therefore competences relevant to Merchant Navy deck and engineering staff are likely to be of some relevance.
- 5.8 No specific S/NVQs were found to cover those working in the inland waterways sector (i.e covering the Boatmaster's Licence), although NOS from both 'The Marine Suite' and the 'Non Pleasure Vessels Operating in Inland and Coastal Waters Suite' cover some aspects of their work. Industry qualifications do exist for this sector; however Government interventions and legislation have created particularly difficult situations for those operating in the industry. There would be considerable benefit in identifying relevant existing NOS and developing a full suite of competences for this group. This would provide the foundation for the accreditation of appropriate awards to contribute to an apprenticeship framework covering this area.

²The Qualifications and Credit Framework is discussed in more detail in section 6 of this report.

³ <http://qfr.lsc.gov.uk/ilt/funding/>

Competences for Roles Identified in the Merchant Navy

- 5.9 The competence input for this group is covered within the existing suite of Marine NOS, with some selection from the NOS available in the suite for Non-Pleasure Vessels Operating in Inland and Coastal Waters. This latter set of NOS does not form part of an S/NVQ and therefore could not immediately be used as part of an apprenticeship framework. For immediate use a qualification structure would need to be identified and accredited and key / core skill signposting would need to be undertaken to inform the framework. These NOS could however be used to inform the development of QCF units with reference to the information in 5.4 above; since the National Qualifications Framework (NQF) is due to be wound down in 2010.
- 5.10 The project found that Deck and Engineer roles were supported by the Level 2 Marine Vessel Support S/NVQ. A range of additional units are also available to support these roles, but although these units are listed on the Qualifications and Curriculum Authority (QCA) database they are not formally part of the qualification.
- 5.11 It was noted that The Marine Vessel Support S/NVQ has an official accreditation end date of 2010, although this is not shown on The Department for Children Schools and Families (DCFS) /DIUS⁴ site which has not yet been updated to reflect the current situation.
- 5.12 There is no intention to renew The Marine Vessel Support S/NVQ when it does expire in 2010, although the NOS which comprise the award will continue to be updated as they have a range of other education and training purposes for the industry.

Competences for Roles Identified in Port Skills and Safety

- 5.13 The work of port operatives at Level 2 and 3 are covered in the Level 2 and Level 3 Port Operations and Supervision of Port Operations S/NVQ which are live on the QCA database of accredited qualifications. These awards have an accreditation end date of 30/9/2010 which coincides with the DCFS/DIUS end date and therefore have current potential for use in an apprenticeship framework. Key/core skill signposting is available to inform an apprenticeship framework in the traditional way.
- 5.14 The L2 Port Operations has 5 available pathways Stevedoring, Marine Operations, Passenger Operations, General Operations, Team Leading. The mandatory units for the Team Leading pathway (previously identified as one of the most relevant to an imminent apprenticeship) is shown below:

⁴ The date within which the qualification is approved for use in England by the Secretary of State.

- 4.1.1 Take action to reduce risks to health and safety within a port environment
- 5.1.1 Maintain security in ports
- 7.1.1 Provide leadership for your team
- 7.1.2 Allocate and check work in your team

5.15 Achievement of the S/NVQ requires the achievement of a further 5 optional units.

A more complex award structure exists for Stevedoring. See <http://www.accreditedqualifications.org.uk/qualification/50014341.seo.aspx>

Competences for Roles Identified in Sea Fishing

5.16 The Sea Fishing Deckhand role is catered for by the Deckhand (Fishing) pathway in the Level 2 Marine Vessel Support S/NVQ. At Level 3 the Marine Vessel Operations (Skipper fishing inshore) and the Marine Vessel Operations (Engineer fishing) are sufficient for the competence elements in an apprenticeship.

Summary

5.17 Some of the competence input required for an overarching maritime apprenticeship is available; however gaps in provision mean that the needs of all the relevant roles could not be met at this time. In terms of competence input an overarching apprenticeship would seem to be most feasible in the short term at Level 2; concentrating on the areas where S/NVQs are available. The introduction of the QCF offers further possibilities for the apprenticeship to be developed to cover other occupational roles at L2 and further extended to cover roles at Level 3 in the longer term.

6. Identification & Delivery of Knowledge Based Elements for the Framework

The knowledge element must be designed to provide evidence that the underpinning theoretical knowledge required by an entrant to the employment sector covered by the framework has been demonstrated

The knowledge element will normally be independently assessed using methods determined by the Sector Skills Council and Sector Bodies and agreed by the QCA as appropriate to the assessment of knowledge. It may be separately accredited or may be accredited as part of the competence element.

Apprenticeship Blueprint pg 13-14

- 6.1 The Government is keen to ensure that those developing frameworks are aware that the assessment of competence and knowledge needs to be assessed in robust and rigorous ways in order to 'maintain the integrity of the apprenticeship brand' and 'ensure competent performance in the workplace'.
- 6.2 The Blueprint states that the knowledge element should form part of a clearly described progression route from Apprenticeship to Advanced Apprenticeship and on to higher education.
- 6.3 The knowledge element no longer needs to be a formal 'technical certificate'. There is no requirement therefore for an additional qualification to test knowledge underpinning competence. Discussions with representatives of the advisory and regulating bodies reveal a simple concern to ensure that underpinning knowledge is effectively assessed within the apprenticeship.
- 6.4 Although the S/NVQ attests to competence they were designed so that underpinning knowledge could be inferred, rather than tested. Increasing difficulties and subsequent adaptations to NOS structure have resulted in a system where there is now some testing of underpinning knowledge, but the extent to which this is done across S/NVQs is not necessarily consistent. Eager to 'maintain the integrity of the apprenticeship brand' the apprenticeship requires the knowledge based element of the competence to ensure rigorous assessment of underpinning knowledge.
- 6.5 Both People 1st and Habia have apprenticeship frameworks which assess this knowledge based element without the need for a technical certificate. Both have an extensive bank of questions which their awarding bodies have developed to test underpinning knowledge. The knowledge is assessed via City & Guilds on-line assessment tool (GOLA), discussed again later in Section 8 of this report. Both knowledge banks represent a significantly greater effort to assess underpinning knowledge than was required for assessing the S/NVQ itself. Discussions with several training providers an

employers in the hospitality sector reveal that some apprentices preferred the inclusion of a technical certificate, since this allowed recognised certification of the assessment of their knowledge.

- 6.6 These examples, as well as discussions with representatives of the advisory bodies, suggest that whether technical certificates are included in the apprenticeship framework or not, there will still be a need to channel considerable efforts into identifying / developing the knowledge based element to ensure the satisfactory assessment of knowledge.
- 6.7 Although the maritime industry is closely regulated by a host of legislative requirements, there is little in the way of suitable qualifications on the NQF to fulfill the demands of the knowledge based element in an apprenticeship. The MSA is however involved in the trialing of the QCF and this would appear to offer a way forward.

The Qualifications and Credit Framework

- 6.8 The QCF is a new way of recognising skills and qualifications. It will do this by awarding credit for qualifications and units. Awarding organisations subsequently use agreed rules of combination to develop qualifications and submit these for accreditation. Organisations that have been recognised to develop and submit units are free to place units in the unit databank without further intervention from the qualifications regulators at the point of entry, although they will have to be approved by the relevant SSC or SSB.. Once units are available in the databank, they may be used to build rules of combination by organisations recognised for this purpose. Under the new regulations it is possible that NVQs may disappear.
- 6.9 The size of a qualification will be signalled through the use of the terms 'award', 'certificate' and 'diploma'. This is determined by the credit value of the qualification as follows:

| Title | Award | Certificate | Diploma |
|--------------|--------------|--------------------|----------------|
| Credit value | 1 to 12 | 13 to 36 | 37 and above |

- 6.10 The framework is currently being trialed and The regulators will write a final report with recommendations on the tests and trials in June 2008
- 6.11 The MSA in one of the 7 organisations initially selected to take part in the trialing and testing of the new Qualifications and Credit framework for England Wales and Northern Ireland. The necessary work is being undertaken through a Project Steering Group, which includes representatives from BMF, MCA, MNTB, Sea Fish and the Workboats Association, together with colleges from England and Scotland. The Group has been developing units and qualifications, using existing material originally generated to form the proposed Maritime Studies Qualification (MSQ).

- 6.12 So far, a Maritime Studies Award at Level Two has been created to provide a broad based introduction to the maritime sector that could also be used in schools or as part of an apprenticeship. It comprise two units –
- Maritime Sector Overview (3 credits)
 - Maritime Employment, Environmental and Health and Safety Practices (2 credits)
- 6.13 A selected number of providers willing to pilot this new qualification have been identified in England, Scotland and Wales and it is hoped that enrolments will commence during 2008.
- 6.14 The Project Steering Group is continuing to use the MSQ material, to create additional units at Level at both levels two and three, to be placed on the new framework. So far, a further six units have been developed entitled:
- Vessel Rope work, anchoring and mooring operations (Level two, five credits)
 - Vessel stability and construction (Level two, five credits)
 - Securing a vessel for passage (Level Two, three credits)
 - Assist with navigational watch (Level two, three credits)
 - Vessel navigation (Level three, 3 credits)
 - Vessel watchkeeping (Level three 3 credits)
- 6.15 A further two units are under development:
- Vessel Repair and Maintenance (Level two, 3 credits)
 - Basic vessel engineering systems (Level two, 5 credits)
- 6.16 Together, these could become a Level Two Maritime Studies Certificate and would cover most of the content for the Efficient Deck Hand Certificate (EDH) and also have relevance to those seeking to acquire the Boatmaster's license.
- 6.17 The Maritime Studies Framework therefore has the potential to meet the needs of the apprenticeship framework; catering for all MSA members through a suite of units at different levels and offering a pick and mix facility that should enable the needs of both learners and employers to be met.

The position in Scotland:

- 6.18 Scotland already has a Credit and Qualifications Framework, broadly similar to that proposed for England, Northern Ireland and Wales, although with some differences in the number and description of levels. The Four Countries are working together to ensure that there will be parity of recognition across the devolved nations, however Scotland will retain SVQs whereas England is unlikely to.

7. Delivery of Key Skills

- 7.1 For the purposes of England, Wales and Northern Ireland foundation apprenticeships will need to include: application of number at Level 1 and communication at Level 1. Advanced Apprenticeships will need to include the same at Level 2.
- 7.2 Key Skills assessment must include an end test, unless an exemption / relaxation applies.⁵
- 7.3 Key Skills, where required by the learner, must be independently accredited (although they may be delivered as part of other qualifications).
- 7.4 The Blueprint offers the following areas of flexibility for Key Skills
- The range of proxy qualifications.
 - The relaxation requirement where a learner holds other qualifications and the time limit relating to this relaxation.
 - How the aspiration that apprentices achieve Level 2 Key Skills and advanced apprentices achieve Level 3 key skills might be expressed within the framework.
 - Contextualisation, integration and embedding of key skills external assessment.
 - Key Skills delivery models within the Apprenticeship programme.
 - Possible future flexibility: The Department for Education and Skills is drawing up an action plan to consider how the end test may be adapted for use as an initial assessment.
- 7.5 Proxy qualifications are those qualifications that have been agreed to assess the same knowledge and skills as aspects of the key skills. Because of this overlap, candidates can claim exemption from parts of the key skills when they are able to provide proof of achievement of the proxy qualification. A list is available for those seeking key skills certification as well as for those who wish to claim achievement of part of the assessment of key skills based on having achieved a qualification that covers similar content to the key skills. See http://www.qca.org.uk/qca_6562.aspx. Similar arrangements exist for Scotland. Only qualifications that appear on the list below have been mapped for the type of overlap required and can guarantee that the candidate has been assessed in the appropriate knowledge and skills. This list of qualifications is reviewed periodically to ensure that it is appropriate.
- 7.6 The relaxation ruling allows apprentices who started on or after 1 September 2001, and who have achieved a grade A*-C GCSE in English and/or Mathematics, to complete their frameworks without being required to take the level 2. Communication and/or Application of Number key skills qualifications. This relaxation is designed to enable apprentices to

⁵ <http://www.cityandguilds.com/documents/3628-hb-v1.1.pdf> A useful Key/Core Skills handbook produced by C&G

concentrate on developing other key skills or improving their Communication or Application of Number by progressing to level 3.

Functional skills in Apprenticeship Programmes

- 7.7 The MSA also needs to keep abreast of the outcome of the Functional Skills evaluations which are taking place, for any possible impact on the developing apprenticeship programme. 'Functional skills are practical skills in English, mathematics, and information and communication technology (ICT) that allow individuals to work confidently, effectively and independently in life. To ensure that functional skills are readily available to the full range of learners, they are being offered as free-standing qualifications at entry level, level 1 and level 2 during the three-year functional skills pilot that began in September 2007'.
- 7.8 Functional skills will take the place of the current key skills. It is anticipated that the first three key skills (Communication, Application of Number, ICT) will be phased out from 2010, with final registrations in 2012. The key and basic skills qualifications will be accredited until at least August 2010. This will allow for certification until August 2012.
- 7.9 QCA is finalising guidance that is targeted at assessment writers across the twelve awarding bodies. This guidance will support awarding bodies in developing assessment materials that are consistent and comparable in terms of the functional skills standards. The guidance will contain some examples of tasks and problem-solving activities that centres may want to incorporate into the teaching of functional skills and preparation for their assessment. This guidance will become available September 2008.
- 7.10 QCA state that the teaching and delivery approaches and activities required for functional skills will be very similar to that required in key skills.⁶ Assessment will be based primarily on task-based scenario questions with a limited duration and delivered in a controlled environment. The assessments will use and reinforce skills-based, problem solving learning techniques.
- 7.11 At the current time functional skills delivered separately, or as part of an apprenticeship, will be funded at the same rate as key skills.
- 7.12 QCA has advised the project to develop both key skills and functional skills in terms of developing any imminent apprenticeship. Timescales related to functional skills have slipped and although submissions will at the current time need to provide for key and core skill delivery, functional skills will be introduced in due course. Time spent working on functional skills now, will be time saved in the future.
- 7.13 Arguably there will be little difference between delivery and assessment mechanisms for key/core skill and that of functional skills, where these have

⁶ http://www.qca.org.uk/qca_6662.aspx

been effectively developed despite the difference in the standards being used.

- 7.14 The aim is to incorporate functional skills more stringently in learning provision throughout education and training provision. A situation is therefore envisaged, some way down the line, where most apprentices will commence apprenticeship programs, having already achieved the relevant functional skills during school.

8. Employee Rights and Responsibilities

The content and assessment of Employment rights and responsibilities is the responsibility of the Sector Skills Councils and Sector Bodies designing the framework.

Employment Rights and Responsibilities (ERR) must be included for all Apprenticeships and Advanced Apprenticeships and include a requirement for all apprentices to understand their responsibilities for equal opportunities, health and safety and to understand the safe learner concept.

Apprenticeship Blueprint pg 16

- 8.1 The Employment Rights and Responsibilities (ERR) module is common for all modern apprenticeship routes and is often delivered during the induction stage of the learning process. Several SSCs were consulted on the methods used to deliver ERR: Habia, Lantra, People 1st, Skills Active and the Council for Administration. Website searches were also conducted revealing a further array of information.
- 8.2 Both tutor sessions and distance learning methods were employed. Methods included the use of powerpoint slides, word documents, workbooks, on-line tutorials and assessments and other computer applications.
- 8.3 Most SSCs appear to be using workbooks, with a substantial amount of information being covered or reinforced during induction – often in the workplace setting. There is no requirement for the assessment of ERR and this was reflected in the variation of practice across SSCs. Some SSCs use ERR information booklets as well as ERR assessment booklets. The SSDA ERR toolkit may be of some assistance in developing a sector specific ERR workbook, although the MSA units will also be of prime importance. The toolkit and other helpful guidance can be downloaded from <http://www.ssda.org.uk/ssda/default.aspx?page=4104>
- 8.4 A number of SSCs (e.g. Skills Active, Habia, Customer Services) use the City & Guilds on-line assessment system for the assessment of ERR. The system can be customised for different industries. The ERR module for Skills Active for example, is called 'Industry and Organisational Awareness'. Key and core skills can also be assessed on-line via this method. The Global Online Assessment (GOLA) system is a single testing solution which enables you to test candidates around the clock as long as there is a networked computer. The system is free to set up and City and Guilds offer free on-line tutorials and workshops around the country. See

http://www.cityandguilds.com/cps/rde/xchg/SID-8FF4DCC8-CD360AC3/cgonline/hs.xsl/3457.html?search_term=what%20is%20GOLA . The GOLA system is available irrespective of the awarding body that delivers the qualification or provides assessment for the apprenticeship.

- 8.5 If the Maritime Skills Award units are used as part of the apprenticeship, Employment Rights and Responsibilities (ERR) will be an integral part of the Maritime Skills apprenticeship. This means that is likely to be covered through a combination of methods designed to reinforce its importance in contributing to effective working practice and career progression. It is probable that it would be covered (for the roles concerned) both during onshore and onboard induction.
- 8.6 The MSA may want to supplement the information delivered as part of the award to ensure full ERR coverage, but it is likely that related areas could be incorporated to ensure as integrated a system as possible. The MSA awards have an accreditation end date of August 2008 and this would be a useful time to review the units to ensure that full ERR coverage is incorporated. This would avoid any additional layers of delivery or assessment, since the units would be assessed as part of a QCF certificate in any event.

9. Producing and Overarching Draft Apprenticeship Framework

- 9.1 The project has found that the components for an overarching apprenticeship that meets the requirements of the four nations are not yet sufficiently developed in the sector to give rise to an immediate framework. Many of the elements do however appear to be in development and are likely to come on stream in due course. To this extent the project has served as an effective feasibility study, identifying apprenticeship requirements (in an extremely changeable climate), investigating other SSC/SSB activity and indicating where further action might be required to address identified shortfalls.
- 9.2 A draft overarching apprenticeship for the sector has nevertheless been produced as a separate document. This draft is constructed according to the new Blueprint principles and further to a range of consultations with advisory representatives. The framework has been produced for Level 2 since this was most straightforward to populate, given the project findings.
- 9.3 The framework has two pathways. One for land based activities (in this case port operations) and one for sea based (marine vessel support). The term occupational routes are used to describe further 'pathways splits'. This method has been successful for some SSCs in conveying the concept of 'pathways, within pathways'.
- 9.4 Port operations therefore is shown as having two occupational routes: Stevedoring and Team Leading. Marine vessel support is shown as having four pathways: Deck (MN), Engineroom (MN), Deckhand (Fishing) and Inshore Tug Hand. The Stevedoring route is however more complex than the Team Leading and the development of all the relevant QCF units to cater for this area may mean that it may be prudent to include this occupational area in the apprenticeship at a later date.
- 9.5 The knowledge component is based on the development of Maritime Certificates as discussed in Section 6. Table 9.1 overleaf shows the mapping of the maritime QCF units⁷ (both those already developed and those in development), against the NOS in the related S/NVQs.
- 9.6 The units appear to provide a good foundation for addressing the underpinning knowledge for a range of competences across the industry's sectors. The research suggests that this approach is likely to provide knowledge based qualifications which would satisfy the knowledge element of the apprenticeship, whilst providing vocationally specific awards which demonstrate flexibility and coherence across the industry's sectors.

⁷ Sometimes referred to as the Maritime Skills Qualification

Table 9.1 Maritime Sector Qualification Units – mapping to identified role competences*

| QCF UNIT | Sector relevance re: apprenticeship | Contributes or covers underpinning knowledge for |
|--|---|--|
| MSA Award: comprising Maritime Sector Overview (<i>Level 2 Credit 3</i>) Maritime employment, environmental and health and safety practices , <i>Level 2, credit value 2</i> | All MSA Sectors | <ul style="list-style-type: none"> • U1054608 - Take Personal Emergency Action on Board Ship • U1054617 - Maintain Personal Health and Safety On Board Ship |
| 1. Vessel ropework, anchoring and mooring operations <i>Level 2, credit value 5</i> | Inshore Tug Hand Deckhand (Fishing) | <ul style="list-style-type: none"> • U1054622 - Contribute to Mooring, Anchoring and the Security of the Vessel • U1054622 - Contribute to Mooring, Anchoring and the Security of the vessel |
| 2. Securing a vessel for passage <i>Level 2, credit value 3</i> | | |
| 3. Vessel construction and stability <i>Level 2, credit value 5</i> | Engine Room (MN) | <ul style="list-style-type: none"> • U1054646 - Operate Marine Machinery |
| 4. Vessel navigation and tides <i>Level 3, credit value 3</i> | Deck (MN) | <ul style="list-style-type: none"> • U1054622 - Contribute to Mooring, Anchoring and the Security of the Vessel |
| 5. Vessel watchkeeping <i>Level 3, credit value 3</i> | Inshore Tug Hand Engine Room (MN) Deck (MN) Deckhand (Fishing) | <ul style="list-style-type: none"> • U1054624 - Contribute to Maintaining a Bridge Watch • U1054637 - Contribute to an Engine Room Watch • U1054624 - Contribute to Maintaining a Bridge Watch • U1054624 - Contribute to Maintaining a Bridge Watch |
| 6. Basic vessel marine engineering systems <i>Level 2, credit value 5</i> | | |
| 7. Maintaining vessel machinery for safe operation <i>Level 2, credit value 3</i> | Engine Room (MN) Deck (MN) Deck (MN) | <ul style="list-style-type: none"> • U1054661 - Prepare For and Maintain Machinery and Equipment to instructions • U1054615 - Maintain Steelwork and Deck Equipment • U1054678 - Contribute to Vessel Operations |

Table *.1 maps NOS which form part of an N/SVQ to the MSA's QCA units (both developed and in development).

- 9.7 Section 6 of this report demonstrated that a minimum of 13 credits would be required for a Certificate (which would be sufficient to act as a contributor to the knowledge element of an apprenticeship framework at Level 2). The mapping on table 9.1 shows most of the potential MSA QCF units underpin competences in the S/NVQ. Table 9.2 below shows a grouping of the relevant units for each occupational route.
- 9.8 Although the credit ratings are, in some cases, estimated they suggest that QCF certificates could already be formed for most of the occupational areas, by groupings of the units planned for development. At the current time, certificates are possible for all routes apart from those in Port Operations.
- 9.9 Both tables 9.1 and 9.2 demonstrate that although the Maritime Skills Award is appropriate to all of the sectors, none of the other planned units seem to be appropriate to Port Operations. If an overarching framework is to be developed, one priority will be to ensure the swift development of QCF units to cater for this sub-sector. [R/103/8357](#) - **Take action to reduce risks to health and safety within a port environment** has been reported as one popular unit in the Team Leading Pathway which would be welcomed.. [D/103/8359](#) - **Work safely with dangerous cargo** for the purposes of the apprenticeship appears in both the Team Leading and the Stevedoring Pathway, however in terms of wider developments it appears in several of the other Port Operations pathways too.

Table 9.2 Examples of Level 2 Certificates (minimum of 13 credits) based on MSQ units.

| Occupational Route | QCF Knowledge Based Unit | Credit total plus a credit value of 5 from the MSA Award |
|--------------------|--|--|
| Inshore Tug Hand | <ol style="list-style-type: none"> 1. Vessel ropework, anchoring and mooring operations 2. Vessel watchkeeping | 5 3 Total 13 |
| Deckhand (Fishing) | <ol style="list-style-type: none"> 1. Vessel ropework, anchoring and mooring operations 2. Vessel watchkeeping | 5 3 Total 13 |
| Engine Room (MN) | <ol style="list-style-type: none"> 1. Vessel construction and stability 2. Vessel watchkeeping 3. Maintaining vessel machinery for safe operation | 2 3 3 Total 13 |
| Deck (MN) | <ol style="list-style-type: none"> 1. Vessel navigation and tides 2. Vessel watchkeeping 3. Maintaining vessel machinery for safe operation | 3 3 3 Total 14 |
| Stevedoring | | Total 5 |
| Team Leading | | Total 5 |

- 9.10 Key skills data has been included in the framework according to existing signposting. Sample information has also been inserted in other sections

using information from industry documents and websites and examples from other SSCs/SSBs.

- 9.11 This information will need updating, but will hopefully serve as an indication of the type of data required to support the submission and discussed in section 4.
- 9.12 The following is a list of areas that the approvals group will check before apprenticeships are approved.

The apprenticeship approvals group will check that approved apprenticeships:

- include appropriate arrangements to encourage participation by learners from differing ethnic backgrounds and learners with disabilities, provide equality of opportunity for both men and women and can sustain delivery patterns that reflect the needs of these groups;
- are capable of delivery through an employer led route or a programme led followed by an employer led route;
- include a clear progression route, where applicable, across the Apprenticeship family and into higher education.
- are supported by evidence that consultation has been carried out with a range of employers (micro, SMEs, large national and multi national as appropriate to the sector) and with those who will deliver the framework
- are supported by evidence that the qualifications being proposed to meet the knowledge based element are accredited qualifications listed in the National Qualifications Framework;
- are supported by clear, published entry criteria;
- that the guidance for providers has been developed based on the checklist contained in advisory body guidance and that there is a clear plan for dissemination
- that in the case of there being no local provision for qualifications or part qualifications included in the framework under additional employer requirements, national specialist providers have been identified to deliver the qualifications and strategies exist for addressing delivery implications.

10. Recommendations

An overarching apprenticeship would appear to be very feasible, particularly given the introduction of the QCF framework which is scheduled to come into full operation in August 2008 (further to the current government review).

There would appear to be much work still to be done however and unfortunately the project timing coincides with the introduction of a range of government changes which appear to be just unfolding. On the other hand government activities indicate a renewed interest in Apprenticeships and determination to see them succeed; with new objectives, targets and overseeing organisations.

The table overleaf provides a summary of recommendations for taking this work forward:

| Main Recommendation | Activities | Additional Information |
|---|---|--|
| 1. Develop overarching strategy for apprenticeship development | a) Agree Priorities and Identify Timescales | Clarify the roles for which an Apprenticeship would be feasible within an agreed timescale |
| | b) Develop plans for an apprenticeship with greater coverage | Plan and timescale extension/roll out of apprenticeship to any roles which cannot be catered for in the short term |
| 2. Develop Partnerships to support Apprenticeship Development and Delivery | a) Identify Awarding Body Partner to work with to develop assessment mechanisms | <p>Awarding Body Partners work with standard setting bodies to develop assessment systems required to deliver the apprenticeship framework. Thorough testing of underpinning knowledge in the maritime industry is likely to require the development of a question bank. As experts in assessment process, an Awarding Body would develop this bank. Awarding Bodies will also be able to provide support in developing systems for key/core skill assessment. QCA is currently working with 11 Awarding Bodies (AB) to develop systems required for the delivery and assessment of functional skills. Details of the appropriate AB contact with regards to functional skills can be obtained from QCA. This contact is able to keep SSBs updated with regards to changes taking place.</p> <p><i>Consult Section 6 on Knowledge & Section 7 on Key Skills & Supplement with any more up-to-date guidance such as 'World Class Apprenticeships' DIUS 2008</i></p> |
| | b) Identify organisations able to deliver suitable training to support the apprenticeship | <p>Providers delivering maritime training already exist in the industry. Relationships need to be developed in advance of apprenticeship implementation to ensure 'buy-in' collect feedback and make sure that those who may be involved in delivery are prepared for any part that they may need to play.</p> <p>The DIUS report 'World Class Apprenticeships' March 2008 notes that the 'perceived variability in the quality of providers available to deliver Apprenticeships can be discouraging to some employers'. Amongst other interventions, the plan is to 'withdraw delivery contracts from poor providers' which puts a greater emphasis on effective delivery from the start.</p> <p><i>Check provider credibility- include explorations of: reputation, achievement and completion rates vs starter rates, quality assurance systems, quality kitemarks e.g. IIP, and facilities for monitoring equal opportunities in training provision.</i></p> |

| | | |
|--|---|---|
| | c) Engage employers in design and delivery | <p>Even before the development of the framework, employer awareness of the apprenticeship re-launch can be raised. The timing should be right to do this at the moment with increased government funding being earmarked for apprenticeship branding and promotion.</p> <p>The more employers are engaged in the design of training content and the management of the experience, the more likely they are to see the value of their Apprentices, and to integrate Apprentices into their business strategy. The Ambassadors Network is a recently established entity which provides a variety of services designed to highlight the benefit of Apprenticeships and offer advice in gaining employer involvement. http://www.employersforapprentices-news.org.uk/welcome.asp?m=May&y=2008&page=1&dm_i=275267216</p> |
| <p>3.</p> <p>Develop Information Systems to Inform Framework Development and Maximise the Success of Apprenticeships</p> | a) Organise existing data | <p>Successful apprenticeship submissions require a substantial amount of data to demonstrate a sound understanding of the target group and the needs of the industry.</p> <p>A large amount of relevant data already exists for the industry, but this needs to be organised and in some cases updated in order to feed in to the apprenticeship submission process.</p> <p><i>Consult section 4 and 9 of this document and examine the Draft Apprenticeship Framework produced as part of this project to see the full range of data. 'Best Practice Principles for Apprenticeship Frameworks across the Four Home Nations' Skills for Business Jan 2007 is likely to still be relevant – despite changes in the accountability procedures regarding the development and monitoring of apprenticeship.</i></p> |
| | b) Collect outstanding data | Existing data is unlikely to meet all of the current data requirements and plans will need to be made to carry out research for the outstanding areas. Of particular concern to the government is: (i) diversity and (ii) access |
| | c) Develop systems for the storage and continual updating of data | Systems will also need to be developed to ensure that data is available in preparation for reaccreditation. |

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| 4. Complete the Competence Input for the Apprenticeship | a) Prioritise, plan timescales and develop a strategic approach to developing and updating NOS and QCF units | <p>Approved competence input (i.e. on the NCF or QCF Framework) based on national occupational standards need to be available for each strand of the apprenticeship framework. Such qualifications are not available for <i>all</i> of the roles that would be included in an overarching maritime apprenticeship, although there are some (See Section 5).</p> <p>Consideration of the development of those units which are most relevant to MSA strategic objectives and targets would be an effective way to approach this undertaking. This would enable some training and qualification work to progress whilst others were in development.</p> |
| | b) Develop /update NOS and develop QCF units | <p>Consideration will need to be given to the updating and conversion of maritime NOS approaching expiration, such as the Marine NOS due to expire in 2 years time.</p> |
| | c) Identify existing NOS relevant to roles earmarked for priority attention | <p>Despite the absence of a full range of competence based qualifications, a variety of NOS relevant to the industry are in existence, both within the maritime sector e.g. Non-Pleasure Vessels Operating in Inland and Coastal Waters and other relevant sectors such as Sport & Recreation, Leisure and Tourism, Engineering etc.</p> |
| | d) Ensure systems are in place to facilitate the update of NOS | <p>Ongoing systems to collect information on industry activity, labour market changes and the use of NOS will prove to be a useful resource when it is time to update NOS or reaccredit qualifications. This will help to ensure that updates are in-line with industry changes and will help relieve the pressure of carrying out updates under tight time-scales.</p> |
| 5. Develop the knowledge component for the Apprenticeship | a) Develop QCF units to fulfil knowledge requirement of the framework | <p>There are a wide range of areas where QCF units could be developed. The priorities identified in (1) above will help to ensure that development is progressed according to plan.</p> <p>The development of QCF units to fulfil an overarching framework will call for the continued development of core units. An assessment of likely credit ratings will assist in ensuring that qualifications of sufficient weighting can be developed.</p> |
| | b) Develop assessment systems for knowledge assessment | <p>This will be supported by an Awarding Body as described in 2 above.</p> |

| | | |
|--|---|---|
| <p>6.</p> <p>Ensure Key Skill Signposting / Core Skill Signposting / Functional Mapping for all aspects of the Competence Input</p> | <p>a) Prepare for key/core skill / functional mapping delivery and assessment</p> | <ul style="list-style-type: none"> • Key/core skill signposting needs to be carried out for the maritime areas where N/SVQs have not been developed. This signposting is a pre-requisite for apprenticeship frameworks. • Functional skills will eventually take the place of key skills, although the project has been advised that its introduction has already been delayed. QCA advise those currently in the process of developing apprenticeships to both carry out key skill / core skill and functional mapping. |
| <p>7.</p> <p>Plan Submission and Implementation</p> | <p>a) Develop Apprenticeship Framework Submission</p> | <ul style="list-style-type: none"> • Establish precise approvals process given the abolition of the AAG • Periodically check for updated guidance re: the development of the apprenticeship. • Develop draft framework based ensuring that only specific information is included. The draft produced as part of this project can be used as a guide. • Consult with industry (employers, training providers, professional associations etc.) • Amend apprenticeship drafts further to industry consultation and keep a record of amendments to include with submissions • Identify entry routes for the apprenticeships together with entry requirements • Set realistic targets for take up and achievement, and develop a systematic and continuous monitoring and review process to monitor framework performance based on success criteria • Identify any barriers to implementation and delivery of the proposed frameworks – learner engagement, provider capability etc – and identify appropriate action to address the barriers • Identify diversity issues (e.g. gender imbalance) in the maritime footprint to inform positive action for apprenticeships and develop plans for addressing barriers to access, equal opportunities and diversity |

| | | |
|--|---|--|
| | b) Publicise and promote the apprenticeship | <ul style="list-style-type: none">• Develop promotional strategies to encourage support for the framework from the relevant stakeholders – e.g. employers, training providers <p><i>This might include working with schools and careers offices, talking at conferences, development of flyers, circulars, CDs etc. The Ambassadors Network is able to provide a range of case studies and marketing material to support promotional activities. See http://www.employersforapprentices-news.org.uk/who.asp?m=May&y=2008&page=1</i></p> |
|--|---|--|

Annex I

Drafting an Overarching Apprenticeship Framework

Annex I

Drafting an Overarching Apprenticeship Framework

The structure and contents of this document

The following shows the structure that an overarching foundation apprenticeship submission for the maritime sector would need to follow if it were submitted at the current time. It is based on the SSDA template available to organisations submitting Apprenticeship Frameworks at the present time. It is however recognised that there may be changes to the structure and process for making apprenticeship submissions with the recent demise of SSDA and the establishment of UKCES.

The draft contains examples of the type of information which could be included. It has been developed for the areas in which an overarching apprenticeship framework would be most feasible at the current time i.e Deck (Merchant Navy), Engineeroom (Merchant Navy), Deckhand (Fishing), Inshore Tug Hand, Assistant Engineer (Fishing) Teamleading (Port Skills) and Stevedoring (Port Skills). It is recognised that there are a variety of other areas for which an overarching maritime apprenticeship is required; however additional work would need to be carried out in these sectors before they could be included in a submission. The main report identifies these the areas in which further work is required.

It also highlights the fact that the apprenticeship framework is much more than a collection of elements and the draft should be used to indicate areas where early information collection would be beneficial.

In a variety of cases sample text is used to indicate the type of information that could be included and this should be substituted for industry specific information when an actual submission is developed. Where sample text is included it is presented in 'grey' and a bold highlighted heading stating 'sample text' is used as an alert.

Please note that titles included in this document e.g. 'Apprenticeship in Maritime Skills' are for demonstration only. These can be identified by 'blue text'. Suitable titles will need to be consulted on in order to head up a genuine apprenticeship submission at the required time.

SSC/SSB logo



| | |
|---|-------------------------------|
| Apprenticeship/Foundation Modern Apprenticeship in Maritime Skills | Framework Issue Number |
|---|-------------------------------|

Framework Code

| | | |
|--|--|--|
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Date submitted to the Skills for Business AAG:

Would you like to present the framework to the Skills for Business AAG at its next meeting?

Date approved by the Skills for Business AAG:

Date funding agreed by LSC
(ELWa will fund through normal contracting procedures)

Implementation date:
England

Wales



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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Annex A Mandatory Qualifications contained in the Framework

1. Contact Details of the Industry or Sector

| | |
|---|---|
| Title, level and coverage of apprenticeship | Maritime Industry Apprenticeship / Foundation Modern Apprenticeship |
| Name of Sector Skills Council/Sector Body | Maritime Skills Alliance |
| Contact name | Philip Wells |
| Address | Philip Wells Maritime Skills Alliance 1 Hillside Beckingham LN5 0RQ |
| Telephone number | Telephone: 01636 629 115 |
| Fax number | ***** |
| Email address | Pandj.wells@btinternet.com |
| Date sent to SfB AAG | ***** |
| Date of Implementation | ***** |

1.1 Responsibility for the Framework

Responsibility for the framework will rest with the Maritime Skills Alliance. The Alliance brings together the Fish Catching, Marine Leisure, Ports and Shipping industries in a strategic alliance to focus on the skills needs of the maritime sector.

2 Summary of the Mandatory Outcomes for the Apprenticeship/ Foundation Modern Apprenticeship in **Maritime Skills**

Framework Code Framework Issue Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2.1 Pathway 1 Marine Vessel Support | |
|---|--------------------------|
| Maritime Apprenticeship/Foundation Modern Apprenticeship | Level |
| Competence Based Element S/NVQ Marine Vessel Support: Occupational Routes: Deck (Merchant Navy), Engineroom (Merchant Navy), Deckhand (Fishing), Inshore Tug Hand, Assistant Engineer (Fishing) | 2 |
| Knowledge based element (Maritime Studies Certificate) | 2 |
| Key Skills | |
| Communications Application of Number | 1 1 |
| Additional Employer Requirements STCW 95 Basic Training: Personal Survival Technique Fire Prevention and Fire Fighting Personal Safety and Social Responsibility Elementary First Aid Maritime and Coastguard Agency Certificate of Competence in short range radio communications (for apprentices who take the Deckhand (Fishing) occupational route thereby covering U1054599 - Communicate Using Equipment and Visual Means Compulsory Sea Service Time as determined by the occupational route A valid Seafarer Medical Certificate according to role requirements | |
| Employment rights and responsibilities | |
| Employment Rights and Responsibilities will be delivered as an integrated part of the knowledge based element for this apprenticeship. Evidence of completion will consequently be required for certification. | |

Summary of the Mandatory Outcomes for the Apprenticeship / Foundation Modern Apprenticeship **in Maritime Skills**

Framework Code Framework Issue Number

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Pathway 2 Port Operations

| Maritime Apprenticeship/Foundation Modern Apprenticeship | Level |
|--|---|
| Competence Based Element S/NVQ Marine Vessel Support Occupational Routes: Teamleading, Stevedoring | 2 |
| Knowledge based element (Maritime Studies Certificate) | 2 |
| Key Skills Application of Number Working with Others Improving own Learning and Performance *Communication: <i>(Required at 1 for the Stevedoring occupational route)</i> <i>(Required at 2 for the Team leading occupational route)</i> | 1 1 1 *1 / 2 |
| Additional Employer Requirements None * | |
| Employment rights and responsibilities ERR would be delivered as an integrated part of the knowledge based element for this apprenticeship | |

3 Overview of the Framework

3.1 Rationale for Framework

After a period of structural change, re-building and maintaining the UK maritime skills base lies at the heart of current policies for shipping⁸, based on a long-term strategic vision of the importance of the maritime sector and the reputation of the UK as a centre of maritime excellence. This is of relevance to the maritime sector as a whole because demand for maritime skills comes not only from the need to operate the fleet but to fill a wide range of jobs ashore where seagoing experience and maritime expertise is considered to be essential.

Until comparatively recently, the pool or establishment of qualified seafarers has been large enough to sustain an adequate flow of maritime skill from sea to end-users ashore more or less as a by-product of recruiting and training ships' officers. But a smaller and ageing seafaring workforce means that this is no longer the case. New approaches are needed to bridging the gap between the available supply and the demand ashore as well as at sea.

The maritime sector as a whole is not attracting the quantity or calibre of new entrants that it requires. The shipping industry in particular is looking to source a greater proportion of new entrant officers from amongst the pool of school leavers who may not currently be attracted to a maritime career. The development of a maritime apprenticeship is a key element of the strategy to raise the awareness of the sector amongst this target group and provide fulfilling life-long careers within the sector, ashore as well as at sea.

3.2 Overview of the Industry

The maritime sector is a key contributor to the UK economy. The global shipping, maritime leisure and ports industries are of truly world-scale significance - and the UK is a major player in the supply of capital, hardware and skilled employees into both UK and overseas companies operating in this sector. Measured in terms of the balance of payments contribution to the UK alone, the sector's benefit exceeds that of aerospace.

Some key statistics:

1.1.1 The maritime sector is of vital importance to the UK economy. In 2003:

- Around 555 million tonnes of freight was transported through the UK's ports, this accounts for 95% of the UK's trade by weight;
- British shipping was the UK's fifth largest service sector earner and contributes around £2.8 billion net to the balance of payments;
- Nearly 51 million passenger journeys were undertaken through UK's ports on either international or domestic journeys;
- 631,000 tonnes of sea fish were landed into the UK and abroad by the UK fleet with a total value of £521 million.

⁸ See 'British Shipping: Charting a New Course', published by the then Department for Transport, Environment and the Regions (DETR) in December 1998.

- 1.1.2 In 2002 the Annual Business Inquiry estimated the sector's turnover to be worth £7.6 billion whilst its Gross Value Added (GVA) at basic prices was £3.2 billion, or 0.6% of the UK's GVA. Table 1 shows how this is divided between the industries within the sector. Thus the shipping industry accounts for over half of the sector's turnover, whilst the ports industry is nearly as important in terms of GVA.

Table 1:
Turnover and Gross Value Added at basic prices by industry, 2002

| Industry (SIC92) | Turnover | | GVA at basic prices | |
|------------------------|--------------|-------------|---------------------|-------------|
| | (£m) | % | (£m) | % |
| Fishing (0501) | 648 | 8% | 235 | 6% |
| Shipping (6110) | 4,007 | 52% | 1,791 | 47% |
| Cargo handling (6311) | 876 | 11% | 366 | 10% |
| Ports (6322) | 2,111 | 28% | 1,410 | 37% |
| Maritime sector | 7,642 | 100% | 3,802 | 100% |
| UK economy | 2,080,066 | | 641,978 | |

Source: Annual Business Inquiry, 2002 (ONS)

What does it do?

Shipping is a major world industry. 90% of world trade is carried by sea. The international market place is highly competitive, with no tariff barriers and very mobile assets. Within this truly global market the British shipping industry competes successfully in commercial terms, with a diverse fleet and companies that are world leaders in all categories of shipping.

The industry is well managed, technologically advanced and committed to respecting the environment. It relies on a core of highly competent British seafarers drawn from all parts of the UK and educated and trained at one of the small number of specialist and world-renowned maritime colleges and universities in the UK.

Wages and Allowances

The employer pays the apprentice a wage if they are employing the apprentice, or an allowance if they have non-employed status. Non-employed apprentices are entitled to a Education Maintenance Allowance for non employed learners set by the LSC.

An employer should be aware of the National Minimum Wage (NMW) regulations which apply to their employees. If unsure the employer should contact the NMW helpline on 0845 6000 678 or at <http://www.dti.gov.uk/er/nmw/>.

Funding

LSC funding for Apprenticeships is normally prioritised for 16, 17 and 18 year olds. For those aged 19 and over funding is available at the discretion of the local LSC and subject to the availability of resources. All LSC funded apprentices should have started before their 25th birthday.

3.3 Projected Take Up

3.4 Consultation in England, Wales and Northern Ireland

Steering Group

Peter Bond (Ports Skills and Safety)
Keir Day (Seafish Industry Authority)
Glenys Jackson (Merchant Navy Training Board)
Jon Lansley (Seafish Industry Authority)
Deborah Ready (Ports Skills and Safety)
Philip Wells (MSA Project Manager) Chairman
Sarah Dhanda (British Marine Federation)

4 Content of Framework

4.1 Competence Based Element

The pathways in this apprenticeship are supported by separate S/NVQs as shown:

| Pathway | Competence Based Element | Level | Expiry Date |
|--------------------------------|--------------------------------|---------|-------------|
| Marine Vessel Support Pathway: | S/NVQ in Marine Vessel Support | Level 2 | |
| Port Operations Pathway | S/NVQ in Port Operations | Level 2 | |

4.2 Knowledge Based Element

The knowledge content for the apprenticeship would be provided by a Level 2 Maritime Studies Certificate. This knowledge based element can be applied to any one of the pathways.

The following are examples of Level 2 Certificates (minimum of 13 credits) based on MSQ units.

| L2 Marine Vessel Support Pathway | QCF Knowledge Based Unit | Credit total plus a credit value of 5 from the MSA Award |
|----------------------------------|--|--|
| Inshore Tug Hand | 3. Vessel ropework, anchoring and mooring operations 4. Vessel watchkeeping | 5 3 Total 13 |
| Deckhand (Fishing) | 3. Vessel ropework, anchoring and mooring operations 4. Vessel watchkeeping | 5 3 Total 13 |
| Engine Room (MN) | 5. Vessel construction and stability 6. Vessel watchkeeping 7. Maintaining vessel machinery for safe operation | 2 3 3 Total 13 |
| Deck (MN) | 8. Vessel navigation and tides 9. Vessel watchkeeping 10. Maintaining vessel machinery for safe operation | 3 3 3 Total 14 |

4.3 Key Skills

Relaxation ruling

The relaxation ruling allows Apprenticeship and Advanced Apprenticeship candidates who started on or after 1 September 2001, and who have achieved a grade (A*-C) GCSE in English (Welsh) or Maths to complete their frameworks without being required to take the level 2 Communication and or Application of Number key skills qualifications. From 1st August 2004, achievement of the GCSE must be no longer than five years before the date of registration on the apprenticeship framework. Further information can be found in the QCA guidance http://www.qca.org.uk/downloads/4953_key_skills_q_a.pdf

As an alternative to GCSE English, a GCSE in Welsh may be used as a proxy qualification for the Key Skill of Communication. If a Welsh GCSE proxy is being claimed, then the portfolio must either be entirely in Welsh, or dual language - Welsh and English with no particular minimum percentage. A portfolio entirely through the medium of English would not be acceptable. It should be noted that whilst Key Skills remain a part of the frameworks in Wales there is no external testing and they are assessed by portfolio only.

Proxy qualifications

Where GCSE proxy qualifications (as defined by QCA guidance) are being claimed for key skills, a maximum period of three years from the date of the award will be allowed.
 E.g. GCSEs in English or Maths at grades A*-C will exempt an apprentice from the externally set and marked tests in Communication and Application of Number at level 2;
 GCSEs in English, Maths at grades D-G will exempt an apprentice from the corresponding externally set and marked tests at level 1. The QCA guidance can be found on the following link http://www.qca.org.uk/downloads/4953_key_skills_q_a.pdf
 Therefore, when issuing Apprenticeship completion certificates, The MSA requires one of the following pieces of evidence to prove Key Skills achievement:

- Key Skills certificate issued by awarding body
- GCSE certificate at grade A*-C listing relevant qualification (eg GCSE in Mathematics as proxy for Application of Number Key Skill level 2), subject to the five year rule detailed above.

Minimum Key Skills Level

| NVQ Occupational Route: Marine Vessel Support Pathway | Communication | Application of Number |
|---|---------------|-----------------------|
| Deck (MN) | 1 | 1 |
| Engineroom (MN) | 1 | 1 |
| Deckhand (fishing) | 1 | 1 |
| Inshore Tug Hand | 1 | 1 |

| NVQ Occupational Route: Port Operations Pathway | Communication | Application of Number | Information Technology |
|---|---------------|-----------------------|---------------------------|
| Stevedoring | 1 | 1 | 1 |
| Team Leading | 2 | 1 | 1 |

Proxies and Relaxations Apprenticeship candidates who have achieved a good (A*-C) GCSE in English/Welsh or Maths need not be asked to attempt the level 1 or 2 key skill qualifications in Communication or Application of Number. This applies only to those apprentices starting on or after 1 September 2001. Where GCSE A*-C English/Welsh or Maths are being claimed as a 'concession' against the whole level 1 or 2 key skills qualification, a maximum period of three years will be allowed between the award (i.e. date of certification) of the GCSE and the registration date of the apprenticeship programme.

Key Skills in Wales In Wales, whilst the Key Skills qualifications remain national qualification, as of September 2004, the assessment regime is based on portfolio evidence only. Portfolio assessment arrangements and quality assurance requirements remain the same across Wales and England. It is acceptable to submit a portfolio through the medium of Welsh.

4.4 Additional Employer Requirements

The following are additional requirements of those that take the **Marine Vessel Support Pathway**

- **STCW 95 Basic Training:**
Personal Survival Technique
Fire Prevention and Fire Fighting
Personal Safety and Social Responsibility
Elementary First Aid

Those who take the Deckhand (Fishing) occupational route thereby undertaking the following competence: *U1054599 - Communicate Using Equipment and Visual Means* will also need to take **the Maritime and Coastguard Agency Certificate of Competence in short range radio communications**

- **Compulsory Sea Service Time as determined by the occupational route**
- **A valid Seafarer Medical Certificate according to role requirements**

There are currently no additional employer requirements for **Ports Skills & Safety pathway** although further exploration is planned to take place with the sector.

Merchant Navy Electro-Technical Officer (ETO)

Relevant electrical engineering qualification

Tug Engineer

Minimum qualification STCW III/3 restricted Certificate of Competence for Tug Master (Inshore). STCW short courses including Personal Survival Technique, Fire Prevention and Fire Fighting, Personal Safety and Social Responsibility, Elementary First Aid

36 months Tug service.

4.5 Employment Rights and Responsibilities

Employment Rights and Responsibilities (ERR) is an integral part of the Maritime Skills apprenticeship. It will be covered through a combination of methods designed to reinforce its importance in contributing to effective working practice and career progression. ERR will be covered both during onshore and onboard induction and forms a key part of the apprenticeships knowledge component. The Maritime Studies Certificate, which forms part of the knowledge component, contains two units: Maritime Employment, Environmental and Health and Safety Practices and The Maritime Sector Overview, which specifically deal with ERR. Achievement of the Maritime Studies Certificate is subsequently a requirement of the Apprenticeship. Delivery will be supported by an industry specific workbook produced according to SSDA guidelines and building on the experience of a range of SSCs.

Apprentices will need to know:

- the components of the maritime sector and their relative economic importance
- key career pathways within the maritime sector and reliable sources of industry and careers information
- the role and duties of government departments and regulatory bodies with the maritime sector
- the different types of vessels in common use within the maritime sector and their purposes within specified sub-sectors

(Assessment will be by any of the following method according to the assessment processes specified in the Maritime Studies Certificate, either singly or more than one - assignment; knowledge based testing; project work; presentation; other, - as agreed in consultation with the external verifier)

5 Implementation of Framework

5.1 Employed Status – Example text from Port Operations

For Port Operations apprentices can be:

- directly employed by an employer and on their payroll
- based with an employer but not directly employed and paid an allowance by the employer
- based with a provider and placed with an employer who will provide work based learning opportunities and will qualify for an Education Maintenance Allowance from April 2006 Full employed status for Apprentices is not compulsory. Whilst employed status from the outset is preferred, it is recognised that some employers can provide a valuable level of training opportunities whilst not being able to offer all apprentices an employed position. Where this is the case, it is recommended that employers aim to employ their apprentice as soon as is possible, during or after the completion of their apprenticeship, where they are satisfied the apprentice is suitable for the job. Where the apprentice does not have employed status, there will be a clear statement of the development of job seeking skills for the

apprentice within the Apprenticeship Plan. Details of how this will be delivered and who has responsibility for this would also be included. The employer or provider pays the apprentice a wage if they are employing the apprentice, or an allowance if they have non-employed status. Non-employed apprentices are entitled to a minimum learning allowance per week set by the LSC/DELLS. An employer should be aware of the National Minimum Wage (NMW) regulations which apply to their employees. If unsure the employer should contact the NMW helpline on 0845 6000 678.

5.2 Entry Requirements

Example text

Potential apprentices are expected to demonstrate that they are:

- Committed to a career in the maritime industry
- Able to take responsibility for their own learning and development
- Prepared to attend off the job training
- Able to acquire the broad range of skills, knowledge and understanding required in the apprenticeship
- Able to progress to the S/NVQ level 2 as required

NVQ Pathway Employment Consideration – Example Text from Port Operations

Stevedoring • Unable to commence lifting appliance operation (including lift trucks) until **over** 18 years old • Must be able to meet legislative requirements relating to eyesight and general fitness

Team Leading Unable to commence lifting appliance operation (including lift trucks) until **over** 18 years old
May be subject to medical restrictions depending on the work environment

Although the Docks Regulations 1988 allow for under 18 year olds to commence training on lifting appliances and vehicles, in practical terms an under 18 year old could not be employed in a role that involved the operation of these appliances and vehicles. In order to avoid unrealistic expectations of an apprentice it is highly recommended to make use of the local Connexions/Careers Service/Careers Wales, training provider or college, for an assessment of the apprentice's achievements and abilities for the selected level of training.

5.3 Minimum Duration of Training – Example Text from Port Operations

Apprenticeships are not time bound or constrained in any way. The time taken to achieve each of the stages will vary according to the individual and the circumstances. As a result the apprenticeship period will reflect:

- the learning and experience gained by the apprentice prior to the commencement of the apprenticeship
- the opportunities for acquiring the required skills and knowledge, both in-house and off the job
- the motivation of the apprentice and those involved during the apprenticeship As a guide, the current average time taken to complete an apprenticeship in the ports industry is between 18 months and 2 years. An apprenticeship should take no less than 12 months. Apprenticeships are based on achievement and not time served. The apprentice's Individual Apprenticeship Plan will specify a duration which allows the apprentice a reasonable prospect of successful completion of the Programme.

5.4 Health and Safety – This section currently shows considerations which could be taken into account for inclusion under health and safety, appropriate adaptations would need to be made in the event of a genuine submission.

The sector is well protected by health and safety legislation and Codes of Practice

Health, safety and security issues are a formal part of the induction of all apprentices and are a key element of the Employment Responsibilities and Rights component of this framework. Apprentices will need to:

1. Understand the importance of personal and employer rights and responsibilities and identify those covered by employment law
2. Identify the major factors that have an environmental impact on developments in the maritime sector and understand the importance of protecting the marine environment

3. 3. Know relevant health and safety practices and legislation

Assessment will be by any of the following methods (as appropriate to the Maritime Studies Certificate), either singly or more than one and should include a risk assessment of a work area - assignment; knowledge based testing; project work; presentation; other, - as agreed in consultation with the external verifier

The following regulations may be of relevance

Under the Merchant Shipping and Fishing Vessels (Health and Safety at Work) Regulations 1997, employers have a duty to ensure, so far as is reasonably practicable, the health and safety of workers. In terms of seafarer health, this includes a requirement to provide health surveillance as appropriate, taking account of the findings of risk assessment as required by the

Regulations. Further guidance on health surveillance is included in Marine Guidance Note MGN 20(M+F).

4.2 The employer's general duty of care also includes a responsibility for providing information on factors relating to the seafarer's health. This includes ensuring that, before a seafarer is employed, he/she has received the appropriate advice on immunisations and preventative treatment (such as treatment for malaria), according to where the ship will be operating. Fitness to fly may also be a factor which the employer may need to take into account.

4.3 The employer, owner or master of a ship may at any time require a seafarer who is the holder of a valid medical certificate, to obtain a new certificate where, as a result of illness, injury or reasonable cause, it is believed the seafarer may no longer meet appropriate minimum standards.

- **United Kingdom.** The Merchant Shipping (Life-Saving Appliances) (Amendment) Regulations 2001. S.I. 2001/2642. Dated 19 July 2001.
- **United Kingdom.** The Health and Safety at Work etc. Act 1974 (Application to Environmentally Hazardous Substances) Regulations 2002. S.I. 2002/282. Dated 11 February 2002.
- **United Kingdom.** The Personal Protective Equipment Regulations 2002. S.I. 2002/1144. Dated 20 April 2002.
- **United Kingdom.** The Merchant Shipping (Hours of Work) Regulations 2002. S.I. 2002/2125. Dated 13 August 2002.
- **United Kingdom.** The Employment Equality (Sexual Orientation) Regulations 2003. S.I. 2003/1661. Dated 26 June 2003.
- **United Kingdom.** The Fishing Vessels (Working Time: Sea-fishermen) Regulations 2004. S.I. 2004/1713. Dated 5 July 2004.
- **United Kingdom.** The Fishing Vessels (Working Time: Sea-fishermen) Regulations 2004. S.I. 2004/1713. Dated 5 July 2004.
- **United Kingdom.** The Merchant Shipping (Training and Certification and Minimum Standards of Safety Communications) (Amendment) Regulations 2006. S.I. 2006/89. Dated 18 January 2006.
- **United Kingdom.** The Management of Health and Safety at Work (Amendment) Regulations 2006. S.I. 2006/438. Dated 23 February 2006
- **United Kingdom.** The Merchant Shipping and Fishing Vessels (Provision and Use of Work Equipment) Regulations 2006. S.I. 2006/2183. Dated 8 August 2006.
- **United Kingdom.** The Merchant Shipping and Fishing Vessels (Lifting Operations and Lifting Equipment) Regulations 2006. S.I. 2006/2184. Dated 8 August 2006.

- **United Kingdom.** *The Merchant Shipping and Fishing Vessels (Control of Noise at Work) Regulations 2007. S.I. 2007/3075. Dated 25 October 2007*

5.5 Equality and Inclusion **Sample text from Port Skills & Safety**

There should be open recruitment of apprentices to the programme, which is available to all young people - regardless of gender, ethnic origin, religion/belief, sexual orientation or disability - who meet the stated selection criteria. All partners involved in the delivery of the apprenticeship - local LSCs/DELLS Regional Offices, providers, assessment centres and employers must be committed to a policy of equal opportunities and must have a stated equal opportunities policy and procedure.

Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with relevant legislation, such as:

- *The Sex Discrimination Act, 1975 and Code of Practice*
- *The Race Relations Act, 1976 and Code of Practice*
- *The Disability Discrimination Act, 1995 and Code of Practice*
- *The Employment Equality (Sexual Orientation) Regulations 2003*
- *The Employment Equality (Religion or Belief) Regulations 2003*
- *The Employment Equality (Age) Regulations 2006*

According to the Maritime Skills Alliance Labour Market Assessment 2005 – which covers the maritime sector, including ports – women make up 11% of the ports workforce, compared to the all sector average of 54%. The MSA Assessment's data suggests that people from ethnic minority backgrounds are significantly under-represented in the maritime sector. Non-whites account for 2.9% of the maritime workforce, compared to an average of 6.9% for Great Britain. UK Ports Industry Labour Market survey 2000, produced by British Ports Industry Training, identified 0.7% of ports employees covered by the survey as non-white. It should be noted that this survey was by no means exhaustive. LSC regional data for starts on the current ports apprenticeship between 2004 and 2007 are shown below, broken down into disability, gender, ethnicity and ALN:

| | 2004/05 | 2005/06 | 2006/07 |
|------------------------------------|---------|---------|-----------|
| Total Apprenticeship Starts | 33 | 19 | 57 |
| Disability | 2 (6%) | 4 (21%) | 0 6 (10%) |
| Female | 2 (6%) | 1 (5%) | 0 3 (5%) |
| Non-white | 9 (27%) | 1 (5%) | 1 (20%) |
| ALN | 0 | 0 | 0 0 |

Recruiting a diverse and inclusive workforce is a key development issue for the ports industry. The low numbers on the existing apprenticeship framework make it difficult to interpret the effect apprenticeships have had on equality and inclusion within the industry. However, it is felt that a widely promoted and delivered apprenticeship would be instrumental in bringing about positive changes in the race and gender imbalances in the industry. Traditionally, operative roles in the ports industry have passed from father to son or by word of mouth within the ports community. An apprenticeship programme would open up recruitment opportunities as it would offer a clear and fair entry route into a ports career. In light of the Leitch review, the prominence of apprenticeships will increase throughout schools and careers services, attracting a more diverse range of entrants to the industry than ever before. Although PSS would like to be more actively involved in ensuring equal and inclusive take up of the apprenticeship framework, at present the size and circumstances of the organisation impose serious limitations on our resources to do so. Once we have established a buddying arrangement with a Sector Skills Council however, we intend to align ourselves with their initiatives to tackle diversity issues, and utilise their resources and regional networks to target promotions to under represented groups.

5.5.1 Equal Opportunities Monitoring Procedures

The following is **Sample text from Port Skills & Safety**

Providers will monitor equality of opportunity practice and procedures within their own organisation and take positive action when necessary. It is also recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion. Local LSCs/DELLS Regional Offices have overall responsibility to monitor practice to ensure that providers meet the criteria specified in their quality management systems. This includes monitoring the representation of apprentices in terms of gender, ethnicity and disability to ensure that it reflects, as far as possible, the levels of representation within the local community. Port Skills and Safety will retain overall responsibility for the development of the Apprenticeship/FMA and for monitoring equality of opportunity. This will be achieved primarily using our new Registration and Certification procedures, and secondarily through the analysis of the LSC/DELLS statistical returns. Where questions arise concerning

policy and practice, PSS will work closely with the local LSC(s)/DELLS Regional Office(s) concerned to identify causes and to implement positive action where appropriate.

5.6 Monitoring Arrangements for the Framework

The following is **Sample text from Port Skills & Safety**

Providers submit regular information (via the Individual Learner Record) to the LSC/DELLS about the number of apprentices

- *recruited by age, gender, ethnic origin, disability, programme*
- *leaving the programme, including reasons for leaving*
- *who have achieved the mandatory outcomes of the programme, and the number who have left the programme with the NVQ and/or part qualifications only*
- *Port Skills and Safety is responsible for monitoring take up and achievement of the apprenticeship. Monitoring information is provided on a regular basis via the LSC/DELLS. In addition to this, PSS will maintain its own records of registrations and completions of apprenticeship programmes via its Registration and Certification procedures. Monitoring will inform the evaluation and review of frameworks. PSS has formed a sector qualifications forum, whose responsibilities include a review of ports sector standards and qualifications. This body is made up of employers, colleges, training providers and regulators and will meet on a regular basis. The review of the Apprenticeship Framework will be an agenda item at each meeting. This review will make use of ALI/ESTYN provider inspection reports and take up/achievement records maintained by PSS and the funding bodies. Where the mandatory outcomes of a framework are changed as a result of a review, PSS will specify the dates by which the new framework will start and the cut off date for registration under the old framework. The decision to retain existing apprentices under the old framework, or transfer them onto the revised framework, will be made in the best interests of the apprentice.*

6 Achievement and Progression

The following **examples text taken from Port Skills & Safety and LANTRA**

6.1 Certification – Example 1

The Key Operating Principles outline the national requirements for the award of Apprenticeship/FMA Completion Certificates. The successful apprentice will receive an Apprenticeship Completion Certificate from Port Skills and Safety. This is separate from, and in addition to, those certificates awarded for the achievement of the individual components of the framework, e.g. NVQ, Key Skills and “Safety and Team Working in Ports” award. Providers are responsible for claiming the Apprenticeship/FMA Completion Certificate from Port Skills and Safety and for providing evidence of completion of the mandatory outcomes. They are also responsible for ensuring that the apprentice receives the Completion Certificate when awarded by the SSC Port Skills and Safety’s requirements for claiming the certificate are:

- *Completion of a certificate request form, which can be obtained from PSS on request*
- *Photocopies of the appropriate certificates, e.g. NVQ signed by the provider as copies of the original, confirming achievement of the mandatory outcomes in the Framework.*
- *A copy of the ERR workbook signed by both provider and apprentice. All applications for certification will be in line with the prevailing fee structure at the time of application. All applications must be accompanied by photocopies of awarding body certificates (certified true copies) proving that the mandatory outcomes have been met. Should it be necessary for the industry skills body to refer a certificate request, a further fee is liable to be charged.*

6.2 Progression

Sample text taken from Port Skills & Safety

Port Operations Progression Routes and Career Pathways

| NVQ Pathway | Occupational Role |
|---------------------|---|
| <i>Stevedoring</i> | <i>Lift truck operators Crane drivers Cargo handling operatives</i> |
| <i>Team Leading</i> | <i>The Team Leader normally works in larger ports and assists the Supervisor in co-ordinating the work of the Port Operatives. The Team Leader may be responsible for a small team, such as a team of passenger operatives, marine operatives or passenger operatives. Sometimes they may have specific responsibilities in a large team, such as security.</i> |

May be subject to age restrictions see Docks Regulations 1988 Regulation 11 (annex C)

From these job roles, port operatives can progress to supervisory level in their area of operations and from there to managerial level, with suitable training (for further details see 3.1.4 Links to Further and Higher Education).

7 Fact Sheet

Maritime Skills Foundation Apprenticeship

What's involved?

An apprentice can expect to be doing work based learning with an employer and to be paid, either a wage if they are employed, or an allowance. The apprenticeship will include a National Vocational Qualification, Key Skills and a 'knowledge based element or technical certificate as listed below.

| Competence Based Element | Knowledge Based Element | Key Skills |
|-----------------------------|------------------------------|--|
| S/NVQ Marine Vessel Support | Maritime Studies Certificate | Application of Number Level 1 Information Technology Level 1 Communication Level 1 (and |
| S/NVQ in Port Operations | Maritime Studies Certificate | Level 2 for the Port Operations Team Leading Pathway) |

The decision on which competence based and knowledge elements will be studied will be made by the employer and/or training provider in discussion with the apprentice.

Entry requirements:

No minimum academic requirement
Most pathways require medical fitness and good eyesight

Minimum Periods of Training:

Dependant upon the apprentice but not less than one year

What type of job might an apprentice be doing?

Deck (MN)

Engineroom (MN):

Deckhand (Fishing)

Inshore Tug Hand:

Stevedore: Cargo handler, lift truck driver, crane driver, HGV driver

Team Leading: hands on operative working as part of a small team reporting to a supervisor.

They may work across the industry's operations or specifically: in marine operations (e.g. deck or berthing operative); passenger operations (e.g. customer service or vehicle marshalling operative); stevedore (cargo handler or vehicle driver); depending on the port and requirements of the role.

| |
|--|
| |
|--|

| |
|--|
| How long does the apprenticeship take to complete? |
| Dependant upon the learner but estimated at 18 months to 2 years |

| |
|--|
| Career progression after completing this apprenticeship |
| |

| |
|---|
| Framework developed by: |
| Maritime Skills Alliance, 1 Hillside, Beckingham, LN5 0RQ, 01636 629 115 www.maritimeskills.org |

Annex A

Apprenticeship/FMA in

(Please complete the tables below and include with your submission to the SfB AAG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the shaded boxes.)

Framework Code **Framework Issue Number**

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Implementation date

Name of SSC/SSB

Maritime Skills Alliance

Competence Based Element

| Title | Level | Qualification Reference Number | Awarding Body | <i>Occupational Sector</i> <i>(to be completed by LSC National Office)</i> | Funding Rate 16-18 <i>(to be completed by LSC National Office)</i> | Funding Rate 19+ <i>(to be completed by LSC National Office)</i> |
|------------------------------|-------|--------------------------------|---|---|--|--|
| S/NVQ Marine Vessel Support: | 2 | Q1054486 | EDEXCEL - Edexcel Limited | | | |
| S/NVQ Port Operations | 2 | 500/1434/1 | Engineering Awards Ltd (EAL) | | | |
| | | | | | | |
| | | | | | | |

Knowledge Based Element

| Title of knowledge based qualification: for all pathways and occupational routes | Level | Qualification Reference Number | Awarding Body | Number of Guided Learning Hours (GLH)* | Funding Rate 16-18 (to be completed by LSC National Office) | Funding Rate 19+ (to be completed by LSC National Office) |
|---|--------------|---|------------------------------------|---|--|--|
| Maritime Studies Certificate | 2 | | Engineering Awards Ltd (EAL) | 130 hours | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* NB. These must be the recommended GLH detailed by the Awarding Body. Incorrect GLH information will lead to incorrect funding of providers.

Key Skills

| Title of Key Skill | Level | Funding Rate 16-18 (to be completed by LSC National Office) | Funding Rate 19+ (to be completed by LSC National Office) |
|---|--------------|--|--|
| Application of Number | 1 | | |
| Communication (for all pathways and occupational routes apart from Team Leading) | 1 | | |
| Communication (for the Team Leading Occupational Route in the Port Operations Pathway) | 2 | | |

Submission Annexes

Annex A: Occupational Route Details

Appropriate information to be added

Annex B: Occupational Route Details

Appropriate information to be added

Annex C: Consultation Details

Appropriate information to be added

Annex II

Documentation

References

Annex II: Documentation References

- Best Practice principles for apprenticeship frameworks across the four nations , *Skills for Business Network, April 2007*
- Blueprint for Apprenticeships – Department for Education and Skills
- Regulatory Arrangements for the Qualifications and Credit Framework, QCA 07/34/34, December 2007
- World Class Apprenticeships - DIUS 2008

DOCUMENTS RELATING TO ENGLAND

- Completion of the Apprenticeship Framework Template – Guidance for Sector Skills Councils and Standards Setting Bodies.
- Submission and approval of apprenticeship frameworks
- SfBN and Other Bodies Contribution towards meeting the Apprenticeship Entitlement and Leitch , High Level Indicative Project Plan May 2007

DOCUMENTS RELATING TO SCOTLAND

- Scottish MA Framework Template (January 2007)
- Scottish Proposal Template for Sector Skills Bodies

DOCUMENTS RELATING TO THE MERCHANT NAVY

- Maritime Sector Foundation Degrees Framework for the Merchant Navy October 2005
- Marine National Occupational Standards, Merchant Navy Training Board, Sea Fish Industry Authority, *Jan 2006*
- Signposting to key /core skills, *Jan 2006*
- Planned Training

DOCUMENTS RELATING TO PORT SKILLS

- Apprenticeship/Foundation Modern Apprenticeship for the Ports Industry, *Port Skills & Safety, July 2007*
- Port Skills Career Job Sheets – Descriptions of 26 Job roles comprising the industry (from marine operative to port director) – Each job sheet details work activities, working environment, salaries and career development opportunities

DOCUMENTS RELATING TO SEA FISHING

- Foundation Framework final version May 2002
- Northern Ireland Framework 2002
- Scottish Framework 2002
- Technical Advisor TOR

- Technical Advisor Scoring Sheet
- Sea Fish Industry Project Fund Guidelines
- Associated documentation/letters re: above points
- Review of the Sea Fishing Occupational Standards and Qualifications August 2003
- Sea fishing - Level 3 and 4 Engineering Operations
- Sea Fish Standards submission July 2003
- Sea fishing marine standards 200_July_Rev (1)
- *Units*
 - Manage your self C1
 - Create effective working relationships C4
 - Support the efficient use of resources B1
 - Maintain Activities to meet requirements A1

MARITIME SKILLS ALLIANCE Draft Units:

- Maritime Sector Overview Unit 2/3/07
- Vessel Propulsion, Ancillary Systems and Engineering Watchkeeping 7/12/07
- Securing a Vessel for Passage 19/11/07
- Vessel Propulsion, Ancillary Systems and Engineering Watchkeeping 7/12/07
- Vessel Anchoring, Mooring and Ropework Operations 19/11/07
- Vessel Navigation and Watchkeeping 7/12/07
- Vessel Construction and Stability 19/11/07
- Maritime Employment, Environmental and Health and Safety Practices 2/3/07
- Assist with a navigational watch onboard vessel 7/12/07

Annex III

Website References

Annex III: Website References

| | |
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| | |
| www.lsc.gov.uk - | Learning and Skills Council |
| www.apprenticeships.org.uk - | Learning and Skills Council - Apprenticeships |
| http://new.wales.gov.uk/about/departments/dcells/?lang=en - | Department for Children, Education, Lifelong Learning and Skills |
| www.delni.gov.uk - | Department for Employment and Learning Northern Ireland |
| http://www.trainingforsuccess.co.uk/ | DELI: Training for success site |
| www.qca.org.uk - | Qualifications and Curriculum Authority |
| www.awarding.org - | Federation of Awarding Bodies |
| www.employersforapprentices.gov.uk - | Apprenticeship Ambassadors Network |
| www.learningproviders.org.uk - | Association of Learning Providers |
| www.qca.org.uk/603.html | Key Skills |
| www.sqa.org.uk/files/svq/guide.pdf | Core Skills |
| http://www.maritimeskills.org/ | Maritime Skills Alliance |
| www.superyachtuk.com/careers | Superyacht uk Careers |
| http://www.mntb.org.uk/ | Merchant Navy Training Board |
| http://www.stcw.org/ | Standards of Training Certification and Watchkeeping |
| http://www.british-shipping.org/publications/codes | Merchant Navy Code of Conduct and other related documents |
| http://excellence.qia.org.uk/page.aspx?o=askbutler.examples.id179 | Quality Improvement Excellence Gateway (E-learning example: Use of ILT to aid the delivery of employer responsibilities and rights (ERR) for modern apprentices – developed by college of North East London) |
| http://www.keyskillssupport.net/manakeyskila/prepforfuncupda/ | Quality Improvement Agency Key Skills Support Programme |
| http://www.qca.org.uk/qca_6062.aspx | QCA Functional Skills Information for 2007/8 |
| http://www.qca.org.uk/qca_14376.aspx | QCA Delivering functional skills |
| http://www.qca.org.uk/libraryAssets/media/4953_key_skills_q_a.pdf | Key Skills Policy and Practice – your questions answered 2005 |

| | |
|---|---|
| http://www.qca.org.uk/qca_6563.aspx | <ul style="list-style-type: none"> • Criteria for determining key skills proxies |
| http://www.lantra.co.uk/stakeholders/employment-responsibilities-and-rights-workbooks/ | LANTRA ERR Workbooks |
| http://www.lantra.co.uk/stakeholders/apprenticeship-frameworks/ | LANTRA Apprenticeship Frameworks |
| http://www.skillsactive.com/training/apprenticeships/england | Skills Active Framework |

Annex IV

List of Consultees

Annex IV: List of Consultees

| Steering Group | |
|------------------|------------------------------|
| • Peter Bond | Ports Skills and Safety |
| • Keir Day | Seafish Industry Authority |
| • Sarah Dhanda | British Marine Federation |
| • Glenys Jackson | Merchant Navy Training Board |
| • Jon Lansley | Seafish Industry Authority |
| • Deborah Ready | Ports Skills and Safety |
| • Philip Wells | MSA Project Manager |

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