



## Competency Standards for Caribbean Vocational Qualifications (CVQ)

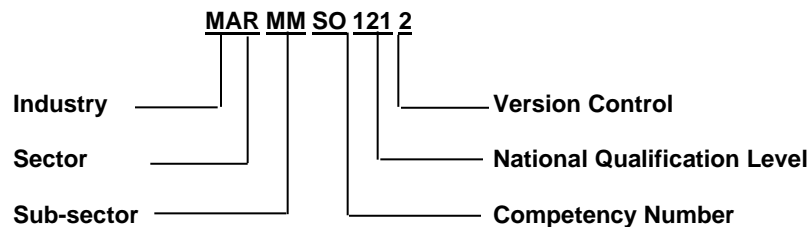
### CCMARMMSO1212 CVQ Level 2 in Seaman Operations

Unit Number	Unit Title	Requirement
UA09603	Perform vessel operations	Mandatory
UA09703	Perform first aid	Mandatory
UA09803	Respond to emergencies on board a vessel	Mandatory
UA09903	Maintain social responsibility at sea	Mandatory
UA10003	Maintain safety of life at sea	Mandatory
UA10103	Respond to weather conditions and reports	Mandatory
UA10203	Use maritime communication methods	Mandatory
UA10303	Maintain security awareness at sea	Mandatory
UA11202	Contribute to search and rescue (SAR) operations	Mandatory

To obtain a Caribbean Vocational Qualification (CVQ) all Mandatory Units must be achieved.

#### Legend to Unit Code

2



**Key:** MAR – Maritime; MM – Merchant Marine; SO – Seaman Operations

## ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training (TVET) Council thanks the following for their contribution to the development of this document:

### Members of the Seaman Operations Working Group

Lieutenant Kerry Byron	-	Barbados Coast Guard
Mr. Dennis Leslie	-	Chief Inspector, Fisheries Division
Mrs. Joyce Leslie	-	Deputy Chief Fisheries Officer, Fisheries Division
Chief Petty Officer Edmund McCollin	-	Barbados Coast Guard
Mr. Stephen Willoughby	-	Chief Fisheries Officer, Fisheries Division
Mr. Allan Worrell	-	First Aid Instructor and Emergency Medical Technician
Ms. Nicole Scantlebury	-	Technical Writer, Technical and Vocational Education and Training (TVET) Council

### **Country of Origin**

Barbados

## **Qualification Overview**

### **Who is the qualification for?**

This qualification is designed to provide training, assessment and recognised certification for persons in the fisheries sector. Candidates must be able to carry out vessel operations, including dealing with onboard emergencies, maritime communications, search and rescue operations and maintaining safety of life at sea.

### **Where could it be used?**

This qualification is aimed at persons who have little or no knowledge of seamanship but still possess some level of autonomy and responsible enough to perform tasks independently and as part of a team. The base skills are such that progression can be made to higher levels within the maritime world of work. The competencies are for persons who are likely to be in roles where, for example, their duties include:

- Operating boats
- Operating pleasure craft/recreational vessels
- Fishing

### **Jobs within the occupational area**

Relevant occupations include:

- Seaman
- Coast Guard
- Boat operators
- Pleasure craft vessel operator
- Fisherman

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

***Occupational Standards can also be used to:***

- Prepare job descriptions and specifications
- Determine recruitment criteria
- Appraise staff performance objectively
- Identify skill and training gaps and needs
- Conduct labour market analyses
- Develop curriculum
- Assess the effectiveness of training programmes
- Determine compensation and rewards

***The benefits of acquiring the CVQ to candidates***

- Provide a basis for articulation and accreditation
- Provides a broad-based preparation for employment
- Is an alternative route to further/higher education
- Complements and has parallel standing with academic qualifications
- Provides enhanced employability and higher earning potential
- Facilitates an apprenticeship with actual work experience
- Equips candidates with the knowledge, skills and attitudes for the workplace
- Past work experience and skills can count towards achieving the CVQ
- Allows for continuity whereby if a candidate cannot complete the CVQ at a centre or school, they can continue at another approved centre
- CVQ's are recognised qualifications and facilitates free movement of labour throughout CARICOM

***The benefits of the CVQ to employers***

- Provides a larger cadre of skilled employees/candidates to choose from
- Reduces cost of recruiting and selecting the ideal job candidate
- Reduces cost for training workers
- Ensures higher levels of productivity

***The benefits of the CVQ to the Caribbean region:***

- Produces a higher skilled workforce that is ready to adapt to ever-changing global demands
- Provides greater access for persons to achieve higher qualifications
- Contributes to the region's human resource capacity development

**UA09603****Perform vessel operations**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to apply practical seamanship skills to operate any kind vessel on the water. It includes vessel operations such as anchoring, mooring, securing and fuelling vessels.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |                                     |   |
|-------------------------------------|---|
| 1. Prepare to operate a vessel      | <ul style="list-style-type: none"> <li>1.1 Select the correct type and quantity of equipment and materials for the operation.</li> <li>1.2 Prepare equipment and vessel in accordance with standard operating procedures and maritime regulations.</li> <li>1.3 Confirm that equipment is in working order and that preparations for the voyage are complete.</li> <li>1.4 Identify and report any faults or deficiencies in equipment and materials to the relevant personnel.</li> <li>1.5 Confirm sufficiency of water, fuel and food supplies for the journey according to maritime regulations.</li> </ul> |
| 2. Use and maintain ropes and wires | <ul style="list-style-type: none"> <li>2.1 Identify various types of ropes used in the maritime industry.</li> <li>2.2 Create and use the appropriate types of knots, lashings and whippings when required, while operating vessel.</li> <li>2.3 Splice ropes according to their correct application.</li> <li>2.4 Whip rope ends as required to maintain condition while operating vessel, according to standard operating procedures.</li> </ul>  |

- 2.5 Confirm and apply the breaking strain and safe work loads of rope and wire while operating a vessel.
- 2.6 Identify and record wear and damage to rope and wire, according to standard operating procedures.
- 2.7 Maintain and store rope and wire according to standard operating procedures.
- 3. Secure vessel at anchor
  - 3.1 Prepare anchor and equipment for use according to standard operating procedures and regulations.
  - 3.2 Maintain control of cable within safe operating limits during anchoring operations.
  - 3.3 Secure anchor and equipment on completion of anchoring operations and for anticipated forecast conditions.
  - 3.4 Keep anchoring area free of loose ropes, wires and debris during operations.
- 4. Secure vessel at berth
  - 4.1 Handle mooring lines and associated equipment safely during operations.
  - 4.2 Keep mooring lines free of loose ropes, wires and debris throughout operations.
  - 4.3 Apply rope stoppers to transfer mooring lines when securing vessel.
  - 4.4 Secure vessel and monitor lines at all times during mooring operation.
  - 4.5 Maintain tension on ropes at an appropriate level for each stage based on the nature of the operation according to standard operating procedures.
  - 4.6 Monitor tension on shore-power leads and other umbilicals according to standard operating procedures.

5. Lash and secure stores, cargo and access ways
  - 5.1 Inspect, maintain and store lashing equipment after use according to standard operating procedures.
  - 5.2 Stow cargo according to regulations.
  - 5.3 Lash and secure cargo according to regulations and standard operating procedures.
  - 5.4 Check and secure accommodation spaces and personnel facilities on vessel according to standard operating procedures.
6. Conduct fuelling and oil transfer operations
  - 6.1 Follow occupational safety and health procedures when refuelling and transferring oil.
  - 6.2 Establish safety boundary for fuelling and transferring operations, according to standard operating procedures.
  - 6.3 Deploy spill prevention systems and according to regulations.
  - 6.4 Measure and report tank levels and pre- and post-fuelling and transfer operations.
  - 6.5 Perform fuelling and transferring operations safely according to industry requirements.
  - 6.6 Secure associated valves and pipelines on completion to avoid spillage.
  - 6.7 Take appropriate action to handle incidents during fuelling and transferring operations according to standard operating procedures and regulatory requirements.
  - 6.8 Maintain effective communication with team members when fuelling and transferring operations to ensure the safety and integrity of vessel and crew.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Equipment** may include but not limited to:

- Communication
- Mechanical
- Electrical
- Safety

**2. Lashing equipment** may include but not limited to:

- Chains
- Ropes
- Webbing
- Wires
- Tension device

**3. Incidents** may include but not limited to:

- Communication failure
- Leakage
- Overflow

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are knots, splices, hitches and how to make and use them according to maritime protocols.
2. What are lashings and whippings and how to make them according to maritime protocols.
3. What tools are used to make knots, splices and hitches.
4. How to handle, maintain, care for, repair and store ropes, lines.
5. Why it is important to store ropes and lines according to maritime industry standards.
6. What are ropes and lines and their various uses.
7. What damaged ropes and lines look like.
8. What are the types of anchors used in seaman operations.
9. What are safe anchoring procedures and how to follow them.
10. What is mooring.
11. What are safe mooring procedures and how to follow them.
12. How to rig safety lines.
13. How to make and keep records for all vessel operations.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA09703**

**Perform first aid**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic first aid response and basic life support. It also deals with management of the casualty and the emergency/incident.

**ELEMENT** **PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |   |
|--|---|
| 1. Plan and prepare for initial first aid response | <ul style="list-style-type: none"> <li>1.1 Interpret work activity and first aid documentation to ensure accuracy of preparation of the response.</li> <li>1.2 Identify and address potential risks, hazards and environmental issues through control measures.</li> <li>1.3 Select and wear correct personal protective equipment for the response.</li> <li>1.4 Identify, select and maintain communication systems with other personnel during the response.</li> <li>1.5 Coordinate activities with others prior to, during and after the response.</li> <li>1.6 Record, report and replenish first aid resources.</li> </ul> |
| 2. Assess the situation                            | <ul style="list-style-type: none"> <li>2.1 Identify hazards and risks according to organisational procedures.</li> <li>2.2 Minimise risks and implement control measures.</li> <li>2.3 Assess the casualty’s vital signs and physical conditions within the scope of the individual providing the initial response.</li> </ul>  |
| 3. Apply first aid                                 | <ul style="list-style-type: none"> <li>3.1 Provide first aid management within the scope of the individual and according to industry requirements.</li> </ul>   |

- 3.2 Reassure the casualty in a calm, sensitive manner and make comfortable.
  - 3.3 Obtain and use first aid resources and equipment as required to control hazards and risks and attend to the casualty.
  - 3.4 Monitor the casualty's condition and provide an accurate, timely response in accordance with effective first aid principles and workplace procedures.
  - 3.5 Seek relevant emergency services in a timely manner according to standard operating procedures.
  - 3.6 Finalise management of the casualty according to organisational procedures.
4. Record and report incident
  - 4.1 Document the details of the casualty's physical condition, management of the situation and response to management.
  - 4.2 Convey details of the casualty's condition and management activities to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
  - 4.3 Secure the personal effects of the casualty and give to relevant personnel.
  - 4.4 Prepare and submit relevant documentation in an appropriate and timely manner, presenting all relevant facts according to established procedures.
  - 4.5 Document and inform relevant persons of the use of first aid resources in accordance with organisational procedures

- 5. Clean up
  - 5.1 Recover, clean, inspect/test, replace and store first aid equipment, where practical, and as required.
  - 5.2 Dispose of medical waste in accordance with industry and environmental requirements.
  - 5.3 Report equipment faults to the appropriate persons.
  - 5.4 Conduct appropriate debriefing or evaluation exercises.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **First aid** may include but not limited to:
  - Cardiopulmonary resuscitation (CPR)  
Automated external defibrillator (AED)
  - Bleeding control
  - Basic patient management
  - Stabilising fractures
2. **Risks** may include but not limited to:
  - Electrical
  - Manual
  - Substances
  - Environmental
  - Biological
  - Injury
  - Proximity
  - Vehicles
3. **Hazards** may include but not limited to:
  - Physical
  - Biological
  - Chemical
  - Manual handling
4. **First aid resources and equipment** may include but not limited to:
  - Defibrillation units
  - First aid kit
  - Auto-injector
  - Ventilation chamber/inhaler
  - Resuscitation mask
  - Personal protective equipment
  - Stretcher
  - Communication equipment
5. **Emergency services** may include but not limited to:
  - Coast guard
  - Ambulance
  - Fire
  - Police

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the social/legal issues surrounding the provision of first aid.
2. When and how to use defibrillation units.
3. What are the basic occupational health and safety requirements for providing first aid.
4. What are the basic principles and concepts underlying the practice of first aid and how to carry out the associated functions.
5. How, when and which emergency services to call.
6. How to plan an appropriate first aid response.
7. How to use communication, information technology and literacy skills to function in an emergency environment.
8. How and when to prepare the appropriate documentation.
9. What is medical waste and how to dispose of it.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA09803

## Respond to emergencies on board a vessel

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to deal with various types of emergencies on board vessels. It covers preventing fires and controlling damage to vessels from emergencies which would cause sinking or loss of life. It takes into account fire risk assessments and damage control assessments at sea.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |   |  |
|---|--|
| 1. Prepare for emergencies                  | <ul style="list-style-type: none"> <li>1.1 Plan appropriate procedures to deal with emergency situations in accordance with regulatory requirements.</li> <li>1.2 Identify appropriate strategies and plans to mitigate and minimise loss based on standard operating procedures and contingency plans.</li> <li>1.3 Check serviceability of communication equipment according to manufacturers' instructions and regulatory requirements.</li> <li>1.4 Check supplies to ensure usability in an emergency according to international regulations and standard operating procedures.</li> <li>1.5 Change or repair faulty equipment according to standard operating procedures.</li> </ul> |
| 2. Respond to emergencies on board a vessel | <ul style="list-style-type: none"> <li>2.1 Identify the nature of the emergency and take initial action in accordance with vessel operating procedures.</li> <li>2.2 Raise the alarm according to standard operating procedures.</li> <li>2.3 Take appropriate action to respond appropriately to the emergency in accordance with emergency procedures.</li> <li>2.4 Communicate accurate and relevant information about the emergency to the appropriate personnel according to organisational procedures.</li> </ul>  |



- 2.5 Maintain operating conditions of life saving, fire-fighting equipment and other safety equipment.
  - 2.6 Assess first aid requirements and provide appropriate treatment according to maritime guidelines.
- 3. Implement and follow emergency evacuation procedures
  - 3.1 Execute the necessary emergency procedures according to standard operating procedures and your area of responsibility.
  - 3.2 Take relevant action where abandon ship command is identified according to level of responsibility.
  - 3.3 Prepare and launch survival craft in accordance with standard operating procedures.
  - 3.4 Obtain and use survival equipment correctly and according to manufacturer's instructions.
  - 3.5 Use survival techniques which maximise the safety of self and others in accordance with recommended procedures.
  - 3.6 Identify, select and use the appropriate contingency plan according to organisational procedures.
  - 3.7 Rescue and transport any casualties using methods appropriate for their condition.
- 4. Maintain stability and control damage to vessel
  - 4.1 Identify and confirm the type of damage to the vessel.
  - 4.2 Check stability and watertight integrity of vessel according to standard operating procedures.
  - 4.3 Take swift and relevant action to minimise the effects of damage to the vessel if stability of the vessel is compromised.
  - 4.4 Repair damage to the vessel in an appropriate manner according to regulations and standard operating procedures.

5. Compile reports on emergencies on a vessel
- 5.1 Maintain documentation and records of activities related to emergency situations, according to legislation and standard operating procedures.
  - 5.2 Follow standard operating procedures to record essential and reliable data during emergency situations.
  - 5.3 Complete documentation on emergencies according to standard operating procedures and legislative requirements for reporting emergencies.
  - 5.4 Keep records and documents in a safe and secure environment in accordance with standard operating procedures.

**RANGE STATEMENT**

All range statements must be assessed:

**1. Emergency** may include but not limited to:

- Fire
- Flood, ingress of water
- Collision/damage to structure
- Drastic change in atmospheric conditions
- Damage to engines
- Man overboard
- Grounding of vessel

**2. Communication equipment** may include but not limited to:

- Light signals e.g. flares, mirrors and other light sources
- Radios
- Flags

**3. Supplies** may include but not limited to:

- First aid
- Food and water
- Tarpaulin
- Personal protective equipment
- Raft/boat
- Fuel
- Personal medical supplies e.g. insulin

**4. Emergency procedures** may include but not limited to:

- Evacuation e.g. abandon ship, transfer of patients
- Shut down
- Isolation and muster procedures
- Environmental e.g. oil spillages, pollution and natural e.g. sargassum seaweed

**5. Survival equipment** may include but not limited to:

- Life jacket/flotation devices
- Lifeboat
- Signalling equipment
- Firefighting equipment

**6. Survival techniques** may include but not limited to:

- Swimming
- Don survival suits in time allowed by Standards of Training Certification and Watchkeeping (STCW) protocol
- Moving and working as a team

**7. Damage** may include but not limited to:

- Electrical
- Structural
- Integrity of hull

**8. Personnel** may include but not limited to:

- Coast guard
- Owner of vessel

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the various types of emergencies which may occur on board.
2. What are emergency procedures and how to comply with them.
3. What is a fire risk assessment and how to perform one.
4. How to identify and prevent fire hazards on board.
5. What are the different types of fire extinguishers and how to use them.
6. What are the various classes of fire and how to fight each class of fire.
7. What are vessel contingency plans and how to comply with them.
8. How to raise various types of alarms associated with different types of emergencies.
9. How to complete reports on emergencies on board vessels.
10. How to use communication systems and effective forms of communication during emergencies.
11. How to respond to emergencies on board vessels.
12. How to communicate information on emergencies and in what manner.
13. What information to communicate during emergencies.
14. What fire precautions to use on board vessels.
15. What personal protective equipment to use when responding to emergencies.
16. What are damage control procedures and requirements of the maritime industry.
17. How to combat hull damage.
18. How to maintain and use equipment and tools to fight shipboard emergencies.
19. What is SOLAS and how to comply with it when responding to emergencies on board vessels.
20. How to check and maintain stability of the vessel.
21. What effect flooding and damage has on the stability of the vessel.
22. What are the types and uses of life saving appliances normally carried on vessels.
23. When to implement emergency procedures.
24. What are environmental emergencies.
25. How to respond to environmental emergencies such as oil spillages and pollution.
26. How to launch a survival raft.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA09903****Maintain social responsibility at sea**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain social responsibility at sea. It covers maritime employment along with health, safety and environmental legislation, policies, protocols and safety practices to be adhered to whilst at sea. Accident prevention is also addressed along with protection of the marine environment.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Work safely aboard vessel                               | 1.1 | Confirm that work tasks are carried out according to maritime legislation and standard operating procedures.                       |
|    |   | 1.2 | Carry out work safely and correctly, following safe working practices and procedures.  |
|    |   | 1.3 | Comply with health and safety requirements in accordance with occupational safety and health legislation and maritime legislation. |
|    |   | 1.4 | Report incidents, accidents and any injuries which may occur whilst working.   |
|    |   | 1.5 | Comply with all emergency procedures for dealing with emergencies at sea.  |
| 2. | Practise sustainable conservative environmental methods | 2.1 | Identify hazards to the marine environment.  |
|    |   | 2.2 | Identify environmentally friendly measures used on board vessel.   |
|    |   | 2.3 | Reduce the amount of waste generated on board vessel.  |
|    |   | 2.4 | Dispose of waste safely and according to maritime/environmental legislation and protocols.   |
|    |   | 2.5 | Take appropriate steps to minimise and prevent marine pollution.   |

3. Follow rules and regulations from International Maritime Organisation and national laws
  - 3.1 Comply with maritime legislation and other relevant laws of the country to ensure the safety of all maritime users and the environment.
  - 3.2 Carry out measures that will protect other maritime users in accordance with Collision Regulations.
  - 3.3 Render assistance to other vessels at sea in cases of emergencies in accordance with maritime legislation and national laws.
  - 3.4 Report any illegal marine activities to the relevant authorities.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Maritime legislation** may include but not limited to:

- Local, regional and international codes for fisheries and boating
- Relevant merchant shipping codes
- Safety of Life at Sea (SOLAS) Convention
- Environmental legislation
- Criminal code
- Local coastal zone management act and regulations
- Relevant marine legislation

**2. Safe working practices** may include but not limited to:

- Use of personal protective equipment
- Manual handling
- Safe use of tools and equipment
- Risk assessments

**3. Emergency procedures** may include but not limited to:

- Fire action plan
- Man overboard plan
- Damage control plan
- Sounding alarms
- Search and rescue (SAR)

**4. Emergencies** may include but not limited to:

- Accidents
- Fire
- Ingress of water
- Medical
- Man overboard

**5. Waste** may include but not limited to:

- Human waste/sewage
- Ballast water
- Oils/maintenance waste
- Lost/abandoned fishing gear



**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are your social responsibilities at sea.
2. How to maintain social responsibilities at sea.
3. What are the different laws, rules, conventions and regulations governing working at sea and how to interpret and comply with them.
4. Why it is important to comply with maritime legislation.
5. What are your rights and responsibilities under employment laws for working at sea.
6. Where you can find information on your rights and responsibilities.
7. What are the safety practices and procedures to be followed whilst working at sea.
8. What are the different types of emergencies which can occur at sea.
9. What are the emergency procedures to be followed in the event of an emergency at sea.
10. How to report hazards, incidents, accidents and emergencies whilst working at sea.
11. What is your responsibility for protecting the marine environment.
12. What is pollution and the ways in which the marine environment can become polluted.
13. Which methods can be used to preserve the marine environment.
14. What are the different types of waste generated at sea and how to dispose of each responsibly.
15. What are the circumstances under which to render assistance to other vessels in cases of emergencies.
16. How to render assistance to other vessels in cases of emergencies.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA10003****Maintain safety of life at sea**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain the safety of life at sea. It addresses hazards and risks experienced whilst working at sea and how to appropriately mitigate these.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |    |  |     |   |
|----|--|-----|---|
| 1. | Perform a risk assessment prior to starting work | 1.1 | Inspect the workspace/vessel in accordance with standard operating procedures.  |
|    |  | 1.2 | Identify hazards within the workspace according to standard operating procedures and within scope of responsibility.          |
|    |  | 1.3 | Identify risks associated with the hazards in the workspace.  |
|    |  | 1.4 | Mitigate risks using appropriate control measures according to standard operating procedures.                                 |
|    |  | 1.5 | Report hazards which cannot be appropriately controlled to relevant personnel.  |
| 2. | Work safely                                      | 2.1 | Don, check and operate personal protective equipment (PPE) according to manufacturer's instructions and workplace procedures. |
|    |  | 2.2 | Observe and adhere to safety signage on board vessel.   |
|    |  | 2.3 | Inspect and maintain life-saving equipment according to manufacturer's instructions.  |
|    |  | 2.4 | Work in accordance with instructions and standard operating procedures and relevant maritime legislation.                     |

- 2.5 Take appropriate actions to maintain safety of self during vessel operations.
  - 2.6 Report malaise, sickness and any unsafe working practices which are experienced or observed on board vessel to appropriate personnel.
  - 2.7 Report accidents, and near misses to appropriate personnel in accordance with standard operating procedures.
3. Maintain safety during emergencies
- 3.1 Comply with legislation, rules and regulations governing dealing with emergencies at sea.
  - 3.2 Identify muster point/means of escape in the event of an emergency.
  - 3.3 Follow relevant instructions, emergency plans and procedures during emergencies.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Workspace:** may include but not limited to:

- Deck
- Engine

**3. Personnel** may include but not limited to:

- Colleague
- Coast guard

**5. Life-saving equipment** may include but not limited to:

- Alarms
- Rafts
- Life vests
- Fire extinguishers

**7. Sickness** may include but not limited to:

- Seasickness
- Medical emergency

**2. Hazards** may include but not limited to:

- Safety
- Biological
- Physical
- Chemical
- Work organisation

**4. Personal protective equipment** may include but not limited to:

- Clothing
- Hands
- Eyes
- Ears
- Feet
- Face
- Safety harness

**6. Vessel operations** may include but not limited to:

- Mooring/anchoring
- Maintenance
- Manual handling
- Bunkering/fuelling

**8. Emergencies** may include but not limited to:

- Fire
- Ingress of water
- Collision
- Medical

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates must know and understand:*

1. What is the Safety of Life at Sea (SOLAS) Convention and how to comply with it whilst working at sea.
2. What hazards are present on-board vessels and at sea.
3. How to appropriately mitigate hazards on board vessels and at sea.
4. What is personal protective equipment and how to wear and use it correctly.
5. What are the types of life saving equipment on-board vessels.
6. Why it is important to maintain vessel and safety equipment in good working condition.
7. What is manual handling and ergonomics.
8. What are safe and unsafe work practices.
9. What are accidents and emergencies and how to prevent, deal with, report and manage such whilst at sea.
10. What are the types of sicknesses experienced at sea and how to treat and deal with such sicknesses.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA10103**

**Respond to weather conditions and reports**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to observe and act on weather conditions and the weather. It deals with observing various weather conditions and acting on these appropriately.

**ELEMENT** **PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |   |
|--|---|
| <p>1. Observe weather conditions and weather reports</p> | <p>1.1 Observe weather conditions and obtain weather reports for the day.</p> <p>1.2 Interpret weather bulletins in accordance with meteorological procedures.</p> <p>1.3 Interpret symbols in weather reports according to maritime procedures.</p>                    |
| <p>2. Act on weather conditions and weather reports</p>  | <p>2.1 Monitor weather conditions and reports before and during the voyage.</p> <p>2.2 Prepare for the potential impact of weather events on boating operations.</p> <p>2.3 Take action to respond to weather forecasts according to standard operating procedures.</p> |



**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Weather conditions** may include but not limited to:
  - Sea swells, currents and tides
  - Temperature
  - High winds/gusts
  - Sunshine
  - Rain
  - Haze
  - Air drafts, upward and downward
  - Barometric pressure
2. **Weather reports** may include but not limited to:
  - Electronic
  - Hardcopy
3. **Weather bulletins** may include but not limited to:
  - Report
  - Forecast
  - Outlook

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. How to access weather information inclusive of bulletins, reports, warnings and advisories.
2. What are weather bulletins and how to interpret them.
3. What are weather reports.
4. How to read, interpret and apply barometric pressure readings.
5. What are the different symbols used in weather reports and their respective meanings.
6. What is the potential impact of severe weather conditions, such as tropical waves/storms and hurricanes on boating operations.
7. How to adequately prepare for the impact of a tropical wave, storm or hurricane.
8. Why it is important to monitor all weather conditions and reports prior to going out to sea as well as during the voyage.
9. Why it is important to follow all warnings/advisories given to sea-craft operators.
10. Why it is important to check weather forecasts for the day(s), week ahead.
11. How to adequately and appropriately prepare for changes in weather conditions before and during the voyage.
12. What actions to take to minimise the impact of adverse weather conditions whilst at sea.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA10203****Use maritime communication methods**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to communicate appropriately and effectively at sea using different communication methods. It also covers the recording of communications according to maritime/industry requirements.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |  |
|--|--|
| 1. Monitor the serviceability of communication equipment | <ul style="list-style-type: none"> <li>1.1 Comply with requirements and regulations to operate communication equipment and accessories at sea.</li> <li>1.2 Check the functionality of communication equipment and accessories, alarms and indicators while making and receiving transmissions, according to manufacturer's specifications.</li> <li>1.3 Check documentation relating to communication equipment and accessories status and take corrective action if any faults are identified according to standard operating procedures.</li> <li>1.4 Report observed defects and failures promptly to relevant personnel.</li> <li>1.5 Follow up on malfunction reports in accordance with standard operating procedures.</li> </ul> |
| 2. Transmit and receive communications at sea            | <ul style="list-style-type: none"> <li>2.1 Comply with operating criteria and legal limitations to operate communication equipment and accessories.</li> <li>2.2 Operate communication equipment and accessories according to manufacturer's instructions when communicating at sea according to regulations and standard operating procedures.</li> <li>2.3 Select transceiver and use appropriate frequency/channel, according to manufacturer's instructions and regulations.</li> </ul>  |

- 2.4 Use appropriate equipment to send and receive different types of messages according to regulations and standard operating procedures.
  - 2.5 Identify and use standard marine communication phrases when communicating at sea.
- 3. Communicate using maritime jargon
  - 3.1 Identify and interpret urgency calls in compliance with industry guidelines.
  - 3.2 Use pro-words to communicate with other maritime users according to regulations and industry guidelines.
  - 3.3 Respond to distress signals in accordance with regulations and standard operating procedures.
  - 3.4 Use the phonetic alphabet when communicating with other maritime users in compliance with industry guidelines.
- 4. Complete documentation
  - 4.1 Record communications at sea according to industry guidelines and regulations.
  - 4.2 Retain records of communications at sea according to requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Communication equipment and accessories** may include but not limited to:
  - Voice (cell phones, satellite phones, radios, radiotelephones, digital selective calling)
  - Data (ASIS, messaging equipment, facsimile)
  - Visual (flags and signals)
  - Antennae, cables, tuners (automatic and manual)

2. **Communicating** may include but not limited to:
  - Routine
  - Emergency

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are the regulations and requirements for operating communication equipment at sea.
2. How to communicate clearly and effectively using various communication methods.
3. What are the principles and features of the maritime mobile service and how to use them.
4. What are the features of the Global Maritime Distress Safety System (GMDSS) radio communications) and how to use them.
5. What are distress frequencies, why they should be protected and when distress signals are transmitted.
6. What is the Maritime Safety Information in the GMDSS.
7. How to locate and use signals in the GMDSS.
8. How different weather conditions and locations can affect radio and visual communication signals.
9. What are the requirements and regulations for recording and retaining records of communication and how to do so at sea.
10. How to identify international code/signalling flags.
11. How to communicate clearly and effectively using various communication methods.
12. What international code single letters mean.
13. How to determine when signals are safety, urgent or distress signals.
14. What is very high frequency (VHF) radio communications.
15. How to operate radio equipment in order to transmit and receive VHF communications.
16. What are the regulations and requirements for reporting difficulties in transmitting information using radio equipment.
17. How to operate VHF and GMDSS radio equipment for both routine and emergency communication.
18. How to act on messages relevant to the safety of the vessel, persons on board and the protection of the marine environment.
19. What are the regulations and obligatory procedures and practices for the use of radiotelephones on vessels.
20. How to identify the meaning of IMO Standard Marine Communication Phrases used when operating radio equipment.
21. What is the International Phonetic Alphabet and its relevance.

22. How to transmit and receive communication by visual methods.
23. How to use visual safety, urgency and distress signals.
24. How to be compliant with international regulations and mandatory procedures for communications.
25. What are pro-words (I spell, Affirmative, Negative, Over, Out, Say Again, Communication of Figures).
26. What are SOS signs (lights, sounds).
27. What are the urgency calls (pan pan, securite, mayday).



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA10303****Maintain security awareness at sea**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain security and safety awareness at sea. It focuses on security and safety threats and how to deal with such in accordance with maritime laws and regulations.

**ELEMENT****PERFORMANCE CRITERIA**

*Candidates must be able to:*

- |  |  |
|--|--|
| 1. Maintain due care and attention on board vessel | <ul style="list-style-type: none"> <li>1.1 Identify security and safety threats and risks which can impact the marine environment.</li> <li>1.2 Minimise security and safety threats and risks according to standard operating procedures and regulatory requirements.</li> <li>1.3 Perform tasks in a manner which does not pose a security or safety threat to others at sea or the marine environment according to regulatory requirements.</li> <li>1.4 Comply with all maritime laws to maintain security and safety awareness at sea.</li> </ul> |
| 2. Follow security protocols                       | <ul style="list-style-type: none"> <li>2.1 Take appropriate measures to reduce maritime security and safety threats and risks.</li> <li>2.2 Report security and safety threats and risks to appropriate personnel using security equipment on the vessel according to standard operating procedures and regulatory requirements.</li> <li>2.3 Document security and safety threats and risks in an appropriate manner according to standard operating procedures.</li> </ul>   |

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Security and safety equipment** may include but not limited to:
  - Ship Security Reporting System (SSRS)
  - Automatic Identification System (AIS)
  - Emergency equipment (fire, drowning, water on board)
2. **Personnel** may include but not limited to:
  - Coast Guard
  - Search and rescue (SAR) personnel
3. **Security and safety threats and risks** may include but not limited to:
  - Criminal activity (human trafficking, illegal cargo, breaches of ship security)
  - Pollution (dangerous cargo and chemicals)
  - Cyber crime

**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What is the Safety of Life at Sea (SOLAS).
2. What is the international code for security of ships and ports (ISPS).
3. What are the maritime emergency procedures to be followed in the event of a security threat.
4. Why it is important to remain alert to the presence of security threats.
5. What are the different types of security threats in the maritime sector.
6. How to maintain security and safety awareness at sea.
7. How to respond to security and safety threats at sea.
8. How to raise the alarm for security breaches.
9. What are the different types of safety systems used on vessels.
10. How to operate different types of safety systems.
11. How to maintain security and safety equipment in good working condition.
12. What is cybersecurity and how does it affect vessels at sea.
13. What are cyber threats and how to identify and respond to such appropriately.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA11202****Contribute to search and rescue (SAR) operations**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to contribute to search and rescue operations. It covers the role played in the planning and execution of search and rescue operations as well as communications during search and rescue operations.

**ELEMENT****PERFORMANCE CRITERIA***Candidates must be able to:*

- |  |  |
|--|--|
| 1. Plan and prepare for search and rescue operations | <ul style="list-style-type: none"> <li>1.1 Obtain available information regarding the incident including the estimated location, nature of incident and casualties.</li> <li>1.2 Observe weather conditions affecting the incident according to standard operating procedures.</li> <li>1.3 Confirm the lines of authority when participating in search and rescue operations.</li> <li>1.4 Communicate with relevant personnel in a prompt, clear and correct manner using the appropriate communication methods.</li> <li>1.5 Confirm the type of search and rescue plan being used with relevant personnel.</li> <li>1.6 Obtain required equipment and stores/supplies according to the requirements of the search and rescue operation.</li> <li>1.7 Test required equipment for search and rescue operation to check serviceability.</li> </ul> |
| 2. Participate in search and rescue operations       | <ul style="list-style-type: none"> <li>2.1 Relay updated information to relevant personnel relating to the progress of the search and rescue team according to standard operating procedures.</li> <li>2.2 Assess the condition of the vessel and of casualties and ascertain the aid required.</li> </ul>   |

- 2.3 Provide aid to casualties where required according to operating procedures.
  - 2.4 Notify relevant personnel of the conditions of the vessel/casualties according to operating procedures.
  - 2.5 Contribute to the transfer of the casualty according to standard operating procedures.
- 3. Document search and rescue operations
  - 3.1 Provide all relevant persons with an account of how search and rescue operations proceeded.
  - 3.2 Complete appropriate shipboard documentation as deemed necessary, according to standard operating procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

1. **Search and rescue operations** may include but not limited to:
  - Missing persons
  - Missing vessels
  - Distressed vessels
2. **Relevant personnel** may include but not limited to:
  - Search and rescue party
  - Persons involved in incident on vessel
  - Coast guard personnel
  - Shore-based medical support (medevac cases)
3. **Communication methods** may include but not limited to:
  - Global Maritime Distress and Safety System (GMDSS)
  - Radio e.g. HF, VHF, FM
  - International distress signals
  - Satellite phones
4. **Equipment** may include but not limited to:
  - Safety equipment
  - Personal protective equipment
  - Rescue equipment



**UNDERPINNING KNOWLEDGE AND SKILLS**

*Candidates should know and understand:*

1. What are search and rescue operations.
2. How to participate in search and rescue operations.
3. What are the communication methods used during search and rescue operations.
4. Why it is important to communicate clearly and promptly during search and rescue operations.
5. What are the different types of search and rescue operations.
6. What is the International Convention for the Safety of Life at Sea (SOLAS) and the SAR Convention of 1979 and how these affect search and rescue operations.
7. How to obtain information/reports/details on search and rescue operations.
8. What are hazards associated with search and rescue operations.
9. What is effective communication and how it is used during search and rescue operations.
10. How to effectively participate in the planning and execution of search and rescue operations.
11. What are the rescue procedures of the maritime industry.
12. How to determine the location of vessel casualties during search and rescue operations.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/Centre approved to offer full Caribbean Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**CVQ**

Caribbean Vocational Qualifications (CVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

CVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the CVQ covers.

**CVQ Coordinator**

The CVQ Coordinator is the centre contact within each approved Centre offering CVQs. He/she has overall responsibility for the operation and administration of the CVQ system

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of CVQ Levels**

CVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 - Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 - Skilled Occupations**

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 - Technician and Supervisory Occupations**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 - Technical Specialist and Middle Management Occupations**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 - Chartered, Professional and Senior Management Occupations**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council/National Training Agency and is competent to approve and ensure an approved Centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance Criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

### Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** - are core to a qualification and must be completed.

**Optional units** - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

**Work-based projects**

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process)