

Shipping and Logistics (RQF) Regulated Qualification

603/3421/6



Specification and Teaching Guidance

Level 4 Diploma

v1.3

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Introduction

The ABMA Level 4 Diploma in Shipping and Logistics (RQF) is a regulated qualification and is available to learners studying in England.

This qualification can be found on Ofqual's [Register of Regulated Qualifications](#).¹

Qualification Summary

| | |
|---------------------------------|--|
| Qualification Title | ABMA Level 4 Diploma in Shipping and Logistics (RQF) |
| Qualification Number | 603/3421/6 |
| Qualification Level | Level 4 |
| Total Credits | 125 |
| Guided Learning Hours | 650 |
| Total Qualification Time | 1250 |

¹ Ofqual is the Office of Qualifications and Examinations Regulations. It is a governmental body and is the regulator for qualifications, examinations and assessments offered in England. Ofqual's Register can be accessed via: <https://register.ofqual.gov.uk/>

Qualification Aim and Objectives

Qualification Aim

ABMA Education's (hereafter known as ABMA) qualification in Shipping and Logistics is aimed at learners who wish to study a vocational pathway where academic knowledge and understanding are applied to a variety of shipping and logistical situations. This approach will enable learners to pursue a career in a related discipline where knowledge, skills and understanding provide the intellectual foundations to be successful in the shipping industry.

Qualification Objectives

To achieve this aim, the Shipping and Logistics qualification has 10 objectives. These are shown below.

1. Equip learners with the necessary skills and competencies to enable them to gain meaningful employment.
2. Encourage a critical approach to knowledge acquisition where learners have the confidence to challenge established concepts when these are applied in different contexts.
3. Develop, in learners, the confidence to challenge and improve workplace activity where the outcome is both positive and beneficial to an organisation.
4. Develop an awareness of the global influences on the shipping industry which is constantly evolving.
5. Promote the benefits to an organisation of informed professionalism.
6. Allow for flexibility in teaching, learning and assessment so that local and/or specialist requirements are met.
7. Meet the aspirations of learners who may wish to develop further knowledge, whether that is specialised or at higher levels.
8. Provide a balance between developing the knowledge, skills and understanding for learners to succeed academically and those required when entering employment.
9. Promote an interactive teaching and learning environment which is challenging yet rewarding.
10. Present to learners, assessments which are transparent and achievable whilst at the same time offering an appropriate level of challenge.

Who Should Study this Shipping and Logistics Qualification?

The vocational and applied nature of the qualification means that different types of learners would benefit from attending a programme of study and achieving the qualification.

Learners who have recently completed compulsory education and have chosen to follow a career in shipping or a related vocation will be able to acquire the fundamental skills and knowledge to successfully enter the workplace. Whereas, those already in employment will be able to build on existing workplace competencies which will provide an opportunity to make an immediate and positive impact on an organisation. In addition, obtaining this

qualification would be beneficial for those who are re-entering employment after a period of absence or for those who are seeking a career change.

Qualification Structure

The ABMA qualification in Shipping and Logistics has been developed at Level 4 and meets the requirements and expectations of appropriate regulatory frameworks (see below) where there is a combination of mandatory and optional units.

The mandatory units provide the fundamental knowledge and understanding which anyone working in the shipping industry should possess. The optional units provide learners with an opportunity to develop skills and understand in specific areas of expertise so they can pursue related subjects which will support progression into a specific area of employment or further study.

Each unit, irrespective of the level, requires 250 hours Total Unit Time (TUT).² TUT consists of direct contact with learners such as classroom-based activities, directed and independent study such as research and reading, time to prepare for assessments and time taken to complete assessments.

There are two mandatory units and five optional units. Learners can select any three optional units.

In instances where appropriate underpinning knowledge and understanding are not present, then centres are advised to offer additional teaching or direct learners to appropriate reference material before starting a programme of study. The following provides a summary of study at Level 4 and the units contained within it.

Level 4

This level of the qualification provides a broad introduction to shipping as an industry. The mandatory units provide the basis on which to develop fundamental knowledge and skills whilst also introducing learners to the key elements which make up the shipping industry, including logistics. The optional units provide an opportunity for learners to select specialist subjects. The following units form Level 4 of the qualification.

Mandatory Units

Unit 1 - Introduction to Shipping Practice

Unit 2 - Introduction to International Maritime Logistics

Optional Units

Unit 3 - Introduction to Shipping Insurance and Salvage

Unit 4 - Movement of Dangerous Goods

² Total Unit Time – the estimated number of hours which are required to demonstrate a level of attainment in any given unit of study.

Unit 5 - Overseas Trade Law
Unit 6 - Environmental Issues
Unit 7 - Port Operations

Full unit descriptors can be found in [Appendix A](#) to this specification.

Key Features

The ABMA qualification in Shipping and Logistics has been developed following consultation with a range of stakeholders. These include employer representatives, learning providers, industry experts and nationally recognised qualification and subject experts. As such, learners can be assured that the qualification is contemporary and robust and therefore have confidence in its strong position within the regulated environment in which it is located.

Following consultations with the stated stakeholders and on completion of the design and development of the qualification, the following seven key features have been identified:

1. A qualification which has its foundations in academic rigour but with a strong emphasis on vocational learning.
2. A qualification designed to meet the current needs of employers whilst also providing skills which will enable learners to adapt to the changing industry.
3. A straightforward structure which enables learners to follow subject pathways whilst maintaining a focus on core competencies.
4. An approach to teaching, learning and assessment which is engaging, dynamic, flexible and contemporary.
5. A transparent approach to quality assurance which will instil confidence in all stakeholders who will be satisfied that those awarded the qualification have met the required standards.
6. An opportunity for learners to use the knowledge and understanding gained from this qualification to progress into further study.
7. A demand-led approach to curriculum design and assessment which provides the best opportunity possible for learners to gain meaningful employment within the shipping and logistics sector.

Relationship to Regulatory Frameworks and FHEQ Level Descriptors

Throughout the United Kingdom and Europe there are different regulatory frameworks which determine, amongst other matters, the level within a framework in which a qualification and its units are located. Each area and region within Europe can determine its own level descriptors and therefore where, within its framework, any qualification is located. It is important, therefore, that comparisons are made within this document so that centres and learners appreciate where the ABMA qualification in Shipping and Logistics is located and which regulators and frameworks apply.

The ABMA qualification in Shipping and Logistics is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and is benchmarked to Ofqual's Regulated Qualification Framework (RQF). Ofqual regulate qualifications which are delivered, primarily, in England.

To establish parity with other frameworks and qualifications which are located within them, the ABMA qualification in Shipping and Logistics has also been benchmarked to the Scottish Credit and Qualifications Framework (SCQF), the Framework for Higher Education Qualifications and the European Qualifications Framework (EQF).

The following table indicates where each level of the ABMA qualification is located in the RQF, SCQF, FHEQ and EQF.

| ABMA | RQF | SCQF | FHEQ | EQF |
|------|-----|------|------|-----|
| 4 | 4 | 7 | 4 | 5 |

Relationship to Occupational and Educational Standards

One of the main reasons for achieving a qualification is so that a graduate of a programme of study can demonstrate they have reached a level of knowledge and understanding based on a specific and stated set of content.

To help ensure the knowledge, skills and understanding which a learner acquires from achieving the ABMA qualification in Shipping and Logistics are relevant to industry requirements and meet employer expectations, the content of this qualification has been mapped to the following standards:

1. Port Marine Operations Officer (Reference number ST0428)
2. Marine Pilot (Reference number ST0427)
3. International Freight Forwarding Specialist (Reference number ST0539)

A detailed indication of the relationship between each unit and the specific elements of the standards can be found in Appendices [B](#), [C](#) and [D](#).

Teaching and Learning

Teaching and Learning Strategy Statement

ABMA recognises the relationship between strategy development, policy creation and how these are effectively implemented through workplace practice and procedures. ABMA's teaching and learning strategy will enable it to meet the current educational and commercial challenges, as well as positioning itself to deliver a flexible and emergent response to the changing demands of the education sector.

The strategy is informed by, and developed in response to, a range of internal and external requirements. Externally, this strategy seeks to meet the expectations of the RQF, Ofqual and the specific expectations of ABMA accredited centres.

The overarching aim of ABMA's Teaching and Learning Strategy is to provide direction and support to centres to better enable them to engage learners in a dynamic, interactive and reflective experience thereby effectively preparing learners to successfully engage in assessment. This experience will stimulate academic engagement, develop challenging yet constructive discourse and encourage learners to reflect on their own performance in preparation for a professional career. ABMA will encourage and support centres to expose learners to autonomous and independent learning which will help to enable learners develop those academic skills, experiences and techniques required as they progress from one level of study to another, and into/progression within employment.

With a distinctive focus on employability, the strategy will deliver curricula which embeds employability, have a strong commitment to ethics and diversity, and will encourage the use of contemporary as well as seminal research as part of learning and teaching. ABMA will identify with the expectations of employers and society. ABMA will be informed by external benchmarks such as Sector Skills Councils, National Occupational Standards and relevant professional and statutory bodies. In so doing, graduates of ABMA will have the attributes, skills, principles and behaviours which will enable them to make a valuable contribution to local, national and international commerce.

ABMA recognises and values the contribution learners make to their own experiences alongside the experience of their peers. Learner engagement and the learner voice form a significant aspect of a learner's life. ABMA will encourage accredited centres to counsel learner opinions on a range of teaching and learning matters which will be used to inform and enhance future practice within a centre as the primary source of learning, and within ABMA as the awarding organisation.

To help ensure the Teaching and Learning Strategy is delivered effectively, efficiently and based on strong academic foundations, the strategy is committed to supporting and developing those who are at the primary interface with ABMA's registered learners – the teaching teams. Through effective monitoring, observations and feedback, centre appraisals will focus on supporting individual lecturers to deliver a challenging, vibrant, informative and enjoyable teaching and learning experience.

Our recognised centres' lecturers will be required to engage in their own professional development to encourage research – informed teaching. This will help ensure contemporary, as well as seminal, knowledge is shared with learners. Lecturers will be encouraged to reflect on their performance and engage in continuing professional development giving consideration to how this will improve and enhance future practice.

Unit Structure

All units, irrespective of level, have the same structure. This provides a consistent approach to teaching, learning and assessment. Below is an outline of the main sections of a unit descriptor with an explanation for each.

Credit Value

This indicates the number of credits which a learner will be awarded on successful completion of a unit. All units at all levels have a credit value of 25.

Total Unit Time

As mentioned above, each unit, requires 250 hours Total Unit Time (TUT) which consists of a number of elements (including Guided Learning). These elements include:

- direct contact with learners such as classroom based activities
- directed and independent study such as research and reading
- time to prepare for assessment
- time taken to undertake the assessment.

Schemes of Work and Lesson Plans are available to centres. These provide guidance on how to structure a programme of study and how to build into that programme opportunities for directed and independent study. The amount of TUT which centres allocate to assessment should reflect the assessment method which it has chosen to use and the level of the unit which is being assessed.

Guided Learning

This is the recommended number of hours which should be teacher-led and is likely to be directly related to classroom contact. It is, however, acceptable to reduce the number of direct contact hours but only where teaching is delivered by another, appropriate method. Teaching could, for example, be delivered via a virtual learning environment, but this must be interactive (live) and not pre-recorded and must be designed and presented in such a way that learning takes place. Guided Learning forms part of the Total Unit Time and therefore the Total Qualification Time.

Unit Aim

This is a summary of what the unit aims to achieve and the knowledge and understanding a learner is expected to gain after studying the unit.

Unit Objectives

This section indicates some of the key aspects of the unit which will be covered/achieved by the learner to meet the overall unit aim.

Learning Outcomes

All units in the Level 4 Shipping and Logistics qualification have five learning outcomes. Each learning outcome uses a command verb appropriate to Level 4 and has been written at the highest achievement level. The assessment will test higher order skills such as analysis and evaluation. This will give learners the opportunity to excel and achieve the higher grades. The use of command verbs, at an appropriate level, will direct centres to deliver teaching to the required depth and to design assessments which can be consistently graded.

Grading Criteria

The grading criteria is informed by the benchmark statements contained within the published RQF which has been established by Ofqual.

The grading criteria provides a holistic description of behaviours which a learner must demonstrate to achieve a pass, merit or distinction at a given level of study.

Further information on grading calculation can be found in [Appendix E](#).

Indicative Content

The indicative content is shown in relation to each of the learning outcomes. As the title of this section suggests, the content is indicative not comprehensive. It is expected that centres will introduce learners to other topics which relate to the learning outcome.

When developing assessments for a unit is important that the learning outcomes are assessed based on the content which is taught for that learning outcome.

Teaching and Learning

In all units, this section provides some broader guidance on what is expected of centres when delivering teaching and engaging with learners. Individual units have specific guidance which centres can use to enhance teaching and learning activities and develop a bespoke learning experience for that unit.

Recommended Reading

This section of the unit descriptor is sub-divided into three parts:

- Text books,
- Journals, and
- Websites.

Textbooks and journals are available through centre and learner access to the online hosting service, EBSCO. Access is available to accredited centres and registered learners. Centres should contact ABMA for more details on accessing this. These resources are only the minimum recommended readings which learners should engage with. Centres are encouraged to identify further readings and/or direct learners to the vast range of alternative resource material available.

Further learning material can be accessed through the indicated websites. Again, these are only the minimum recommend ones. Learners should research other online sources of reference material to support their studies.

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector.

Each assessment is taken under specified conditions, then marked or, where assessment is marked by the centre, quality assured by ABMA Education and a grade awarded. Learners must achieve all five units at pass grade or above in order to successfully achieve the qualification.

The styles of assessment used for the Shipping and Logistics Level 4 qualification are:

- controlled assessment – learners undertake primary and secondary research over a two-week period prior to the controlled assessment, which will take place over 3 hours.
- assignments – learners undertake primary and secondary research in order to complete the assessment during a defined window and demonstrate understanding through completion of a task.

Supporting Teaching and Learning

As indicated in the Teaching and Learning Strategy statement, there is an expectation that lecturers delivering the ABMA qualification in Shipping and Logistics will engage in their own professional development. This will require support from the centre which is expected to facilitate internal development opportunities in addition to supporting lecturers in research activities and external engagement in continuing professional development (CPD) opportunities. The minimum expectation is that lecturers delivering this qualification will be able to evidence 30 hours of CPD per academic year.

Both lecturers and learners will benefit from a centre's initial and continual investment in appropriate teaching and learning environments which could include access to on-site IT facilities. These facilities would provide access to online reference material and augment traditional sources of information held in libraries.

Centres are encouraged to localise teaching and learning where appropriate. This means that centres should endeavour to require learners to apply their knowledge and understanding to local organisations which are readily accessible and situations which can more easily be explored, analysed and evaluated. This presents an opportunity for learning to be made relevant to local environmental issues and factors, but also within a wider national or global context.

Programme Design

Planning an effective programme of study is necessary if teaching and learning is to be challenging yet rewarding, dynamic and contemporary. Programme design should consider the requirements and expectations of each cohort of learners where learning styles, level of study and resource availability are key factors in the units which learners study and the order units are sequenced.

In addition, the learner voice and the knowledge and experience of teaching teams are also factors which should be considered by those responsible for planning and designing a programme of study. This planning should also take into account unit assessments so that these are embedded into a programme where the aim is to avoid, wherever possible, excessive workloads for both learners and lecturers.

As such, centres could establish a forum where the views of various stakeholders are presented and considered. This example of best practice should help to ensure that teaching is rewarding for lecturers and learning is enjoyable for learners.

When planning and designing a programme of study, consideration should also be given to the holistic use of virtual learning environments, field trips, the use of guest speakers and real

world case studies. This should engender a contemporary learning environment where traditional education is enhanced through online, remotely accessible, learning.

Sequencing Unit Delivery

All units within a level have the same depth of demand and broadly the same depth of content and levels of expectations. This does not, however, mean that units within a level can be delivered in any order. It is advisable that the sequencing of units considers those units which provide fundamental knowledge and understanding to learners at the start of a programme of study. This should provide stronger foundations and foundation knowledge which learners can use in later units. As a result, success and achievement is likely to be high.

For the Level 4 qualification, Unit 1– Introduction to Shipping Practice, provides the basis for all learning in this qualification and should be the first unit which all learners engage with.

Condensed or Expanded Teaching and Learning

The ABMA qualification in Shipping and Logistics can be delivered through either, what is referred to as, a condensed programme of study or through an expanded programme. The former provides an opportunity for focused teaching and learning where single units are studied and assessed consecutively. The latter provides an opportunity for learners to research and absorb knowledge over a protracted period of time. One key advantage to the condensed approach is that learners are able to gain early success and achievement and respond more rapidly to feedback. This will enhance their self-efficacy and self-confidence and enable lecturers to recognise the individual ability of all learners and provide additional support where required. The disadvantage is that it assumes that the availability of lecturers and other resources can accommodate this approach. Below is an example of this approach for Level 4 of the ABMA qualification in Shipping and Logistics.

| | | | | | | | | | |
|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| Unit 1 | Assessment | Unit 2 | Assessment | Unit 3 | Assessment | Unit 4 | Assessment | Unit 5 | Assessment |
|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|

The alternative to the condensed programme is the expanded programme. In this approach to programme design, lecturers would have more time to provide specific support which could result in high success and achievement. This programme style would also allow learners the opportunity to understand how the units are connected to each other and gain a more rounded appreciation of the shipping industry as a whole. Two disadvantages are that learners have to wait longer for assessment results and, therefore, a delay in receiving assessment feedback which could be usefully employed in other units. Below are two examples of this approach for level 4 of the ABMA qualification in Shipping and Logistics.

Example 1

| | |
|------|---|
| Unit | Assessment set at the end of all teaching and learning. |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

Example 2

| |
|---------------------------|
| Unit 1 |
| Unit 2 |
| Assessment units 1 and 2 |
| Unit 3 |
| Unit 4 |
| Unit 5 |
| Assessments units 3, 4, 5 |

It is here where the introduction and use of a planning forum is most beneficial. Listening to the views of learners and lecturers, alongside other information such as lecturer availability, will enable programme designers and planners to decide on the most appropriate approach to utilise.

Mandatory and Optional Units

All units, whether mandatory or optional, which form the ABMA qualification in Shipping and Logistics, are to be delivered through face-to-face contact. It is expected, however, that this approach to teaching and learning is augmented through the use of online material available through a virtual learning environment.

Mandatory units are those which all learners must study at a specific level. The subjects have been selected and the units designed based on feedback from a range of stakeholders which include employers, teaching institutions and learners. These units provide an opportunity to gain the knowledge and understanding which all those who wish to have meaningful careers in shipping or logistics (no matter which discipline) should have. These units must be successfully completed by learners. Both mandatory units will be assessed via controlled assessment.

Optional units provide an opportunity for learners to follow a bespoke route through the qualification where there is an interest in a specific discipline. For example, a learner may wish to focus on insurance whereas another learner may wish to focus on dangerous goods and the environment. It is recognised that the availability of resources, human, technical and practical, at an individual centre will have an influence on the optional units which could be programmed into a timetable. Again, the use of a planning forum where learner choices are considered will assist programme designers in their decisions. All optional units will be assessed via internal assessment.

Assessment Strategy

Assessment Strategy Statement

One of the purposes of assessment is to evaluate whether a learner has gained sufficient knowledge and understanding to satisfy the learning outcomes of each unit and the qualification as a whole. ABMA embraces the concept of assessment for learning which is valid and reliable. As such, ABMA's assessment strategy will require the curricula to engage with a variety of assessment tools which are accessible, appropriately challenging and support the development of learner self-efficacy and self-confidence. In addition, ABMA recognises that learners can enter their programme of study with prior learning which is related to the relevant curricula. As such learners, where appropriate, can use this knowledge to demonstrate they meet the demands of some aspects of a qualification.

To help ensure assessments and assessment grading are valid and reliable, ABMA will ensure robust quality assurance measures are implemented and monitored. This includes ensuring all learners engage in assessments positively and honestly. ABMA will not accept any attempt by a learner to gain an unfair advantage in any form of assessment. As with all successful institutions who award regulated qualifications, ABMA aims to exceed the expectations of the sector, the public and its accredited centres to ensure any assessment process, and its component parts, have been appropriately scrutinised, verified and approved.

This view extends to assessment feedback as a key part of a centre's and learner's holistic and specific development. Centre reports will be used to inform future learning which will be based on information gathered via the grading process. It will be timely, constructive and detailed such that all centre's learners have the same opportunity to benefit from the knowledge and expertise of those who grade and report on performance.

Approach to Assessment

ABMA expect centres to design an assessment strategy which is transparent and accessible to learners where a variety of assessment tools are employed to provide the best opportunity possible for all learners to succeed. To ensure assessments are valid and reliable, centres must design and implement a robust quality assurance system. This would include ensuring all learners engage in assessment honestly and positively.

As assessment is a key part of learning, ABMA expect centres to foster an assessment for learning attitude and approach where formative assessment is used to measure learner performance on an ongoing basis. In addition, assessment feedback will be supportive and constructive such that learners are able to relate the feedback to their performance in an assessment, reflect on this feedback and adjust behaviour in, and attitudes to, future assessment.

At the end of a programme of study for any unit, a summative assessment will follow. Preparation for presenting an assessment response, revising for a controlled assessment and undertaking the assessment is to be included in the 250 hours of total unit time. The expectations of an assessment will be clear and explicit so that there is no confusion in regard to what learners are expected to do, how they are to present their evidence and when the assessment is due to be submitted (or when a controlled assessment is to be sat).

Centre Based Assessment

Centre based assessment is a feature of the ABMA Shipping and Logistics qualifications. The associated Centre Handbook provides approved ABMA centres with helpful information and guidance and ABMA recommend that centre staff are familiar with its contents.

Grading

Qualification level grading

In order to be awarded a qualification a learner must complete five units at level 4 and learners must secure at least a pass grade in all five units.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification.

Unit level grading

Grading judgements will be made against specified characteristics that define the Pass, Merit and Distinction grades. A grade is not assigned to each and every learning outcome, instead strengths and weaknesses of responses as a whole are considered and a decision made about which grade best reflects the candidate's overall performance in the task. Grade characteristics are presented in a holistic rubric to support an overarching grading decision based on performance across the whole area.

Learner performance is judged against specified assessment criteria and award a grade of Fail, Pass, Merit or Distinction.

Sample Assessment Materials and associated grading are available from ABMA.

Entry Requirements

Minimum Level of Competence

ABMA does not prescribe a minimum level of competence for entry onto the Shipping and Logistics qualification. It is the responsibility of each centre which delivers the qualification to satisfy itself that all learners who enrol on a programme of study have a reasonable chance for success.

Where prospective learners have recently completed compulsory education or formal training, it is reasonable for centres to expect they have, as a minimum, the following:

- Three A levels, or equivalent, at pass or above
- a Level 3 qualification in shipping or logistics
- an internationally recognised equivalent qualification

Where prospective learners do not have recent education or training experience, or are defined as a mature learner, then centres could consider the career profile of each individual. Centres must be satisfied that prospective learners who match this profile have sufficient knowledge and understanding of shipping so that success at Level 4 is likely.

English Language Requirements

ABMA takes a positive approach to accessing teaching and learning such that an ability to communicate in English, where this is not the first language of a learner, is not a barrier to enrolment on a programme of study. ABMA does expect, however, that learners have the ability to communicate using academic prose and have a high level of fluency. It is a centre's responsibility to determine whether a prospective learner has the necessary English language skills to succeed in the Shipping and Logistics qualification.

Where a programme of study for the ABMA qualification in Shipping and Logistics is taught and assessed in English the minimum expectations relating to English language competency are stated below:

- Common European Framework of Reference (CEFR) level B2
- Pearson PTE score equivalent to CEFR level B2
- International English Language Test System (IELTS) score of 5.5

An internationally recognised equivalent measure of competence in English should be accepted where the evidence can be authenticated.

Recognition of Prior Learning (RPL)

RPL provides the means for centres to recognise prior achievement and for learners to be exempt from the teaching related to a unit of study. See ABMA's policy on RPL for further guidance.

Exemptions and Equivalences

ABMA does not accept exemptions or equivalences for the Level 4 Diploma in Shipping and Logistics.

Appendix A: Level 4 Unit Descriptors for Shipping and Logistics

Total Credits

125 Credits

Guided Learning Hours

650 hours

Total Qualification Time

1250 hours

Sequencing Unit Delivery

Unit 1 – Introduction to Shipping Practice, provides the basis for all learning in this qualification and should be the first unit which all learners engage with.

Unit 2 and the selected three optional units can be taught in any order.

Unit 1 – Introduction to Shipping Practice

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

The aim of this unit is to give learners a fundamental understanding of the shipping industry as a whole. This unit, therefore, should be taught at the beginning of the course as it serves as an introduction for the qualification. Upon completing this unit, the learner will be equipped with the knowledge and understanding from which they can build upon through achieving the learning outcomes for the remaining units

Unit Objectives

On successful completion of this unit, the learner will be equipped with a fundamental knowledge and understanding of shipping practice. Learners will be introduced to the different areas/aspects of shipping including importing and exporting practice, shipping finance, the different third parties and operators who work in the industry, as well as the different types of shipping organisations.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Describe the fundamental elements of shipping
2. Describe importing and exporting practice
3. Apply the principles of international trade finance to the shipping industry
4. Analyse the roles and responsibilities of the parties and operators involved in shipping practice
5. Evaluate the roles of organisations overseeing shipping practice and vessel management

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Describe the fundamental elements of shipping

Whichever part of the shipping industry an individual works in, it is important for them to understand how all the different elements are linked and how each can impact the shipping industry. This learning outcome will introduce learners to the overall shipping process and the regulations which govern the industry. Learners will gain an awareness of the environmental

issues and contemporary concerns surrounding the shipping industry. Learners will be introduced to content including:

- a. The shipping industry
- b. Overview of the shipping process
- c. The effect of shipping on the environment
- d. Government policy and regulation of the shipping industry
- e. Environmental sustainability
- f. Banking and financial practices

Learning Outcome 2: Describe importing and exporting practice

Importing and exporting forms the core of the shipping industry. This learning outcome addresses Incoterms and their importance, as well as the different parties involved in importing and exporting. Furthermore, learners will gain an understanding of the various documentation which are part of the importing and exporting process. Learners will be introduced to content including:

- a. International Commercial Terms (Incoterms)
- b. Shipment arrangements and shipping documentation
- c. Customs clearance and calculation and payment of duties and taxes
- d. Submission of information to the carrier, freight forwarder and Customs
- e. Receipt of consignment and other record keeping
- f. Maintenance of internal company records to show all import and export transactions

Learning Outcome 3: Apply the principles of international trade finance to the shipping industry

Finance plays an integral part in any industry and being aware of the key factors will help learners appreciate the importance of finance in various parts of the shipping industry. The content of this learning outcome will provide learners the opportunity to understand different financial documents as well as the different roles played by banks and other financial institutions, all in relation to international trade. Learners will be introduced to content including:

- a. Importance and function of each type of document used in international trade, including the limitations of liability
- b. Insurance document raised by the insurance company
- c. Bill of lading raised by the carrier
- d. Role of banks and other finance institutions in international trade finance
- e. Suitability of each type of finance related to the relationship between the seller and buyer
- f. Impact of national policy and financial and fiscal controls on trade

Learning Outcome 4: Analyse the roles and responsibilities of the parties and operators involved in shipping practice

This learning outcome will encourage learners to consider the differing roles and responsibilities in importing and exporting and how their functions relate to each other.

Learners will develop an appreciation of other third parties and operators and of their functions and duties, such as that of freight forwarders and carriers. Learners will be introduced to content including:

- a. Importers and Exporters
- b. Freight forwarders and carriers
- c. Differences between a freight forwarder and a logistics provider
- d. Consolidators and 'non-vessel operating common carriers' (NVOCC)
- e. Structure of shipping companies
- f. How the parties and operators work together

Learning Outcome 5: Evaluate the roles of organisations overseeing shipping practice and vessel management

This learning outcome introduces learners to different organisations involved in shipping. The learner will understand the roles played by vessel management companies and liner/shipping agents, as well as port control, health and customs authorities. Learners will be able to evaluate the relative importance of the authorities and the interaction between them. Learners will be introduced to content including:

- a. Shipping companies, classification societies and flags of convenience (FOC)
- b. Vessel management companies
- c. Liner/shipping agents in international ports
- d. Ship chandlers
- e. Stevedoring agencies
- f. Port control, health and customs authorities

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Introduction to Shipping Practice provides the foundations which will enable learners to develop both knowledge and cognitive skills to encourage a meaningful yet challenging learning experience. The unit's content presents the opportunity for teachers to develop the wider skills which their learners will require throughout their studies and when they enter the workplace. Teachers should encourage team working through the establishment of study groups as well as through a variety of paired or group based tasks which form part of learning activities.

Recommended Reading

Text Books

Bade, D. (2015). *Export/Import Procedures and Documentation*. 5th ed. New York: AMACOM.

Cook, T., Alston, R. and Raia, K. (2012). *Mastering Import & Export Management*. New York: AMACOM.

International Chamber of Commerce (2013). *International Standard Banking Practice for the Examination of Documents Under UCP 600*. Paris: ICC Services.

International Labour Office (2005). *Safety and Health in Ports*. Geneva: International Labour Office.

Matsushita, M., Schoenbaum, T., Mavroidis, P. and Hahn, M. (2015). *The World Trade Organization: Law, Practice, and Policy*. 3rd ed. Oxford: Oxford University Press.

Pienaar, W. and Vogt, J. (2012). *Business Logistics Management: A Value Chain Perspective*. 4th ed. Cape Town: Oxford University Press Southern Africa.

Rushton, A., Croucher, P. and Baker, P. (2010). *The Handbook of Logistics & Distribution Management*. 4th ed. London: Kogan Page.

Sherlock, J. and Reuvid, J. (2008). *Handbook of International Trade: A Guide to the Principles and Practice of Export*. 2nd ed. London: GMB Publishing.

Journals

Economic Inquiry

International Journal of Shipping and Transport Logistics

Supply Chain Management: An International Journal

Transportation Journal

Websites

Generalcargoship.com. (2018). [online] Available at: www.generalcargoship.com [Accessed 16 May 2018].

GOV.UK. (2018). *International Trade Paperwork*. [online] Available at: www.gov.uk/guidance/international-trade-paperwork-the-basics [Accessed 16 May 2018].

ICC - International Chamber of Commerce. (2018). [online] Available at: <https://iccwbo.org> [Accessed 16 May 2018].

International Business Training (IBT). (2018). [online] Available at: www.i-b-t.net [Accessed 16 May 2018].

Legislation.gov.uk. (2018). *Sale of Goods Act 1979*. [online] Available at: www.legislation.gov.uk/ukpga/1979/54 [Accessed 16 May 2018].

Lloyds.com. (2018). [online] Available at: <https://www.lloyds.com/> [Accessed 16 May 2018].

SeaRates. (2018). [online] Available at: www.searates.com [Accessed 16 May 2018].

Worldtraderref.com. (2018). [online] Available at: www.worldtraderref.com [Accessed 16 May 2018].

Assessment

Assessment conditions

- Preparation and research – 2 weeks
- You are required to sit a three (3) hour controlled assessment
- The assessment will contain **six** essay questions. You will be required to answer **five** of these questions based on your research of the pre-released scenario
- **No research materials can be taken into the controlled assessment**
- Each question is **equally weighted** and makes up one fifth (1/5) of the assessment grade
- The assessment will test higher order skills such as analysis and evaluation
- The assessment questions will not be pre-seen unless otherwise stated

Candidate requirements

- You are required to conduct your own research prior to the assessment date to help you complete the assessment
- The research brief will be available two weeks prior to the controlled assessment
- The assessment questions will not be pre-seen
- You will need to answer **five (5)** of the **six (6)** questions

Assessment control

- This component is set, marked and moderated by ABMA Education

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction

Unit 2 – Introduction to International Maritime Logistics

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

The aim of this unit is to give learners an understanding of international maritime logistics. Upon completion of this unit, learners will have a sound understanding of how of this industry functions. The learner, therefore, will be equipped with the knowledge to apply their learning in in the workplace, and will, amongst other skills, be able to understand and apply legal terminologies used in the international sale of goods.

Unit Objectives

To achieve this aim, the content of this unit covers knowledge and understanding of present-day logistical processes in the shipping industry. Learners will be taught the fundamentals of international logistics, the relevance of Incoterms including the obligations of the seller/buyer under these terms, how the international supply chain functions, international trade logistics and warehousing including inventory control systems.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Explain the fundamental elements of international logistics
2. Apply the Incoterms to international trade
3. Discuss the role of the supply chain in international trade
4. Evaluate the elements of logistics as they apply to international trade
5. Analyse the purpose of warehousing and managing inventory

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Explain the fundamental elements of international logistics

The core purpose of shipping is the movement of goods. In order to efficiently and effectively move goods, logistical processes need to be refined, and this includes the modes of transport used. This learning outcome will help the learners understand the fundamentals of

the logistics process and in turn, be introduced to the international supply chain. Learners will be introduced to content including:

- a. An introduction to logistics
- b. The fundamentals of international supply chain
- c. An introduction to multi-modalism
- d. An introduction to containerisation
- e. An introduction to container loads (including FCLs, LCLs, consolidation and groupage)
- f. An introduction to in gauge, out of gauge and breakbulk cargo

Learning Outcome 2: Apply the Incoterms to international trade

Much of the shipping industry relies on trade. The Incoterms are therefore critical in the business of shipping to ensure that all parties involved understand their obligations and how they are legally protected if things go wrong. Through the content of this learning outcome, learners will develop an understanding of what the Incoterms are and how they work in practice. This learning outcome will also allow the learners to appreciate how each of the Incoterms can be applied. Learners will be introduced to content including:

- a. Definition of all the Incoterms
- b. Origin and development of the Incoterms
- c. Role of the Incoterms in international trade
- d. Operation of the Incoterms in defining payment terms
- e. Operation of the Incoterms in defining when risk transfers between parties
- f. Application of the Incoterms

Learning Outcome 3: Discuss the role of the supply chain in international trade

The supply chain makes up a large part of logistics. Learners will be encouraged, through this learning outcome, to understand the supply chain and the different components within it. Learners will be introduced to the different parties involved and how they work together. Learners will be introduced to content including:

- a. Components of the supply chain
- b. Link between suppliers and customers
- c. Primary and secondary suppliers
- d. Primary and secondary customers
- e. Goods in transit
- f. Work in progress

Learning Outcome 4: Evaluate the logistical factors which should be considered in international trade

There are many elements which need to be considered when using logistics in international trade. This learning outcome will give learners an opportunity to understand the ways in which goods can be moved, the pros and cons of these transport methods, the associated costs, the parties involved and their roles, and the interactions between these parties. Learners will be introduced to content including:

- a. Means of moving goods
- b. Relative costs for the movement of goods
- c. Expediency and convenience of delivery
- d. Logistics providers and freight forwarders
- e. Multi-modalism
- f. Role of the non-vessel operating common carrier (NVOCC)

Learning Outcome 5: Analyse the purpose of warehousing and managing inventory

A big part of international maritime logistics is the storing of goods. When storing goods, there are a number of elements which need to be kept in mind. This learning outcome will give learners an appreciation of why warehousing is used, storing goods in an appropriate manner and the importance of managing the goods which are stored. Learners will also gain an understanding of inventory and the different technical systems which manage inventories. Learners will be introduced to content including:

- a. Warehousing and the different types
- b. Appropriate storage methods
- c. The importance of inventory
- d. Different inventory Systems
- e. Materials management
- f. Interrelationships between warehousing, storage and inventory

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Introduction to International Maritime Logistics provides learners to develop both knowledge and cognitive skills to encourage a meaningful yet challenging learning experience. This unit should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed on this unit and in the workplace. These contexts could include the use of case studies in which to locate and apply knowledge or through the use of guest speakers where those who work in the different stages of the international maritime logistics supply chain share their experiences in a contemporary setting.

Recommended Reading

Text Books

International Chamber of Commerce (2010). *Incoterms 2010: ICC Rules for the Use of Domestic and International Trade Terms: Entry Into Force 1 January 2011*. Paris: ICC.

Matsushita, M., Schoenbaum, T., Mavroidis, P. and Hahn, M. (2015). *The World Trade Organization: Law, Practice, and Policy*. 3rd ed. Oxford: Oxford University Press.

O'Connor, E. (2013). *Incoterms 2010 Q & A: Questions and Expert ICC Guidance on the Incoterms 2010 Rules*. Paris: ICC.

Pienaar, W. and Vogt, J. (2012). *Business Logistics Management: A Value Chain Perspective*. 4th ed. Cape Town: Oxford University Press Southern Africa.

Ramberg, J. (2011). *ICC Guide to Incoterms 2010: Understanding and Practical Use*. Paris: ICC Publishing.

Rushton, A., Croucher, P. and Baker, P. (2010). *The Handbook of Logistics & Distribution Management*. 4th ed. London: Kogan Page.

Journals

Independent Review

Innovation: The European Journal of Social Sciences

International Journal of Shipping and Transport Logistics

Maritime Economics & Logistics

Supply Chain Management: An International Journal

Technology & Engineering Teacher

Transportation Journal

WMU Journal of Maritime Affairs

Websites

Admiraltylawguide.com. (2018). [online] Available at: www.admiraltylawguide.com [Accessed 16 May 2018].

Generalcargoship.com. (2018). [online] Available at: www.generalcargoship.com [Accessed 16 May 2018].

ICC - International Chamber of Commerce. (2018). [online] Available at: <https://iccwbo.org> [Accessed 16 May 2018].

International Business Training (IBT). (2018). [online] Available at: www.i-b-t.net [Accessed 16 May 2018].

Lloyds.com. (2018). [online] Available at: www.lloyds.com [Accessed 16 May 2018].

SeaRates. (2018). [online] Available at: www.searates.com [Accessed 16 May 2018].

Worldtraderref.com. (2018). [online] Available at: www.worldtraderref.com [Accessed 16 May 2018].

Assessment

Assessment conditions

- Preparation and research – 2 weeks
- You are required to sit a three (3) hour controlled assessment
- The assessment will contain **six** essay questions. You will be required to answer **five** of these questions based on your research of the pre-released scenario
- **No research materials can be taken into the controlled assessment**
- Each question is **equally weighted** and makes up one fifth (1/5) of the assessment grade
- The assessment will test higher order skills such as analysis and evaluation
- The assessment questions will not be pre-seen unless otherwise stated

Candidate requirements

- You are required to conduct your own research prior to the assessment date to help you complete the assessment
- The research brief will be available two weeks prior to the controlled assessment
- The assessment questions will not be pre-seen
- You will need to answer **five (5)** of the **six (6)** questions

Assessment control

- This component is set, marked and moderated by ABMA Education

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction

Unit 3 – Introduction to Shipping Insurance and Salvage

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

This unit has been designed to introduce the learner to the basic principles of shipping insurance and salvage and how these are applied. The learner will be equipped with the knowledge and understanding of the types of insurances available and, upon completion of this unit, the learner will be able to apply what they have learned in the workplace, for example, if they are required to take out and review shipping insurance policies, process claims or work with or as a salvor.

Unit Objectives

To achieve this aim, learners will be taught about how insurance works in the different types of shipping trades, namely; container, dry bulk and liquid bulk. Learners will also be taught the types of agreements that are used when vessels are chartered including the obligations of the different parties involved. Learners will also learn about why it is important to have adequate marine insurance in place prior to voyage and the role of salvage available should an incident occur.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Describe the principles of container shipping and insurance
2. Describe the principles of dry and liquid bulk shipping and insurance
3. Analyse vessel chartering
4. Evaluate the importance of marine insurance
5. Explain the importance of insuring against loss and the function of salvage

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Describe the principles of container shipping and insurance

The shipping industry is incredibly diverse and offers a range of services, one such service is container shipping. Learners will learn that the container market facilitates the shipping of small parcels to bulk manufactured goods. Having an appreciation of the container market and how containerised items are shipped will help learners to develop an understanding of

how these goods are insured when transported. Learners will be introduced to content including:

- a. Liner and tramp trades
- b. Container versus breakbulk sectors
- c. Container lines, routes operated and allocation of containers to shippers
- d. Twenty-Foot Equivalent Unit (TEU) and Forty-Foot Equivalent Unit (FEU), Full Container Load (FCL) and Less-than Container Load (LCL)
- e. Different container vessels, capacity of vessels and stowage plans, tallying cargo, draft surveys and draft marks, stowage and hatch surveys
- f. Processing potential cargo insurance claims against the carrier or shipper due to loss or damage in transit

Learning Outcome 2: Describe the principles of dry and liquid bulk shipping and insurance

Dry and liquid bulk shipping forms a major sector in the shipping industry. Consequently, it is important for learners to develop an appreciation of this sector in order to be able to understand how insurance applies. This learning outcome is designed to give learners an insight to both the dry and liquid bulk sectors, how these sectors transport their goods, the types of claims made and the measures put in place to reduce insurance claims. Learners will be introduced to content including:

- a. Types of dry bulk carriers
- b. Dry major bulk and minor bulk commodities and the vessels used to transport them
- c. Types of liquid bulk carriers
- d. Liquid bulk cargo and the vessels used to transport them
- e. Types of dry and liquid bulk insurance claims
- f. Features of dry and liquid bulk vessels including safety, loading, storage and unloading requirements to minimise/negate insurance claims being made

Learning Outcome 3: Analyse vessel chartering

Not all shippers own their own vessels. This is where vessel chartering comes in. Both charterers and the vessel owner must ensure that they have the correct documentation in place in order to determine, where necessary, liability. This learning outcome will, amongst others, introduce learners to the concept of vessel chartering, the different types of charter party agreements and how these relate to insurance. Learners will be introduced to content including:

- a. The different chartering agreements, including their structures and applicability
- b. Obligations of ship owners, operators, shipbrokers and shippers of bulk cargoes
- c. Legal and commercial responsibilities of parties in such an agreement
- d. Application of each type of charter party agreement to different kinds of bulk transport
- e. Circumstances under which each type of agreement should be used and the documentation required for each type of contract
- f. Party responsible for the contract of insurance when engaged in chartering

Learning Outcome 4: Evaluate the importance of marine insurance

It is essential that when goods are being shipped, they are accompanied with the right insurance documentation. This learning outcome is designed to give learners a fundamental understanding of shipping insurance and the concepts which underpin these documents. Learners will be introduced to content including:

- a. Insurable interest
- b. Principle of Uberrimae Fidei (utmost good faith)
- c. Indemnity and subrogation
- d. Underwriting and insurance brokerage, Institute of London Cargo Clauses A, B and C
- e. Role of Lloyd's of London and Protection & Indemnity (P&I) Clubs and their levels of liability
- f. Hull & Machinery (H&M) insurance, Protection & Indemnity (P&I) insurance, their similarities and differences

Learning Outcome 5: Explain the importance of insuring against loss and the function of salvage

The shipping industry, like any industry is susceptible to risks. During voyages, vessels may encounter any number of risks including the loss of cargo and damage. It is important therefore that the industry has measures in place to insure against such losses as well as contingency processes in order to salvage a vessel. This learning outcome introduces learners to the concepts of loss, averages, salvage and the different types of salvage. Learners will be introduced to content including:

- a. Principles and application of Total Loss and Partial Loss
- b. York-Antwerp Rules: General Average and the nature of peril
- c. The role of the General Average Adjuster and how General Average is declared/calculated
- d. Particular Average versus General Average
- e. Pure salvage and contract salvage
- f. Function of the Lloyd's Open Form

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

In support of this approach, Shipping Insurance and Salvage should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed on this unit and in the workplace. These

contexts could include the use of case studies in which to locate and apply knowledge or through the use of field research where learners observe and critique.

Recommended Reading

Text Books

Bade, D. (2015). *Export/Import Procedures and Documentation*. 5th ed. New York: AMACOM.

Journals

Asia-Pacific Journal of Marine Science & Education

New Statesman

International Journal of Logistics Management

International Journal of Shipping and Transport Logistics

Websites

BIFA. (2018). [online] Available at: www.bifa.org/home [Accessed 16 May 2018].

BIFA. (2018). *Institute Cargo Clauses*. [online] Available at: www.bifa.org/library/freight-business/commercial/insurance/institute-cargo-clauses [Accessed 16 May 2018].

Bimco.org. (2018). [online] Available at: www.bimco.org [Accessed 16 May 2018].

Comitemaritime.org. (2018). [online] Available at: <http://comitemaritime.org/> [Accessed 16 May 2018].

Gov.uk. (2018). *Marine Accident Investigation Branch - GOV.UK*. [online] Available at: www.gov.uk/government/organisations/marine-accident-investigation-branch [Accessed 16 May 2018].

Lloyd's of London (2018). *Edward Lloyd's Coffee Shop - 1960s Reconstruction*. [online] YouTube. Available at: www.youtube.com/watch?v=u8ND1hcLaXk [Accessed 16 May 2018].

Lloyds.com. (2018). [online] Available at: <https://www.lloyds.com/> [Accessed 16 May 2018].

Assessment

Assessment conditions

- Candidates will be provided with information to create an individual assignment of 2500-3000 words.
- The purpose of this assignment is to address and challenge by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, as well as their ability to research, argue and reference to a Level 4 standard.

- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date.

Candidate requirements

- Candidates will carry out an individual assignment for this unit.
- The assignment will be a written essay or extended response of 2500-3000 words.
- Candidates are required to conduct their own research to help them complete the assignment.
- Candidates are required to complete and submit their assignment based on any information and/or questions provided.

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment.
- ABMA will review and verify the marking and grade awarded.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 4 – Movement of Dangerous Goods

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

This unit is designed to provide learners with the knowledge and understanding of how dangerous goods are transported. With this knowledge, learners will be able to practically apply what they have been taught in the workplace under supervision, and will understand the relevance and importance of the safety measures and protocols that are in place when working with dangerous and hazardous materials.

Unit Objectives

The unit introduces the learner to many aspects of the movement of dangerous goods. It covers the movement of hazardous and dangerous goods both before loading and on board vessels and how the principles of moving these goods are applied, including practice and procedures. It also explores the various types of dangerous and hazardous goods, their classification, packaging and movement.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Explain the fundamentals of the movement of dangerous goods
2. Analyse the different types of dangerous goods and how they should be handled
3. Analyse the movement of dangerous goods operations
4. Evaluate shipping precautions and procedures concerning the movement of dangerous goods
5. Apply the process of accurate documentation and labelling to dangerous goods

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Explain the fundamentals of the movement of dangerous goods

Sometimes dangerous and/or hazardous materials need to be shipped. Consequently, it is important that the shipping industry has an internationally recognised code which shippers and other handlers must comply with to ensure such products are handled and transported safely and securely. This learning outcome introduces learner to the safety protocols that

underpin the movement of dangerous goods. Learners will be introduced to content including:

- a. Defining and describing dangerous and hazardous goods
- b. SOLAS Chapter VII and the International Movement of Dangerous Goods (IMDG) Code
- c. IMDG Classes (including labels, marks and signs) and United Nations (UN) Classification Numbers
- d. Dangerous goods and Marine Pollution (MARPOL) 73/78 Convention
- e. Dangerous Goods (DG) Note
- f. Document of Compliance (DOC) and Safety Management Certificate (SMC)

Learning Outcome 2: Analyse the different types of dangerous goods and how they should be handled

When handling dangerous goods, it is important to have an appreciation of the safety procedures that need to be followed. This learning outcome introduces learners to the different forms of dangerous goods and how these should be handled. Learners will be introduced to content including:

- a. Types of dangerous goods, solids, liquids, gases
- b. Handling, transferring and storing solids, liquids gases
- c. MFAG and EmS schedule in the IMDG code supplement
- d. Types of vessels used to carry dangerous goods
- e. Procedures involved in the handling and transfer of dangerous goods in bulk by tanker
- f. Procedures involved in the handling of dangerous goods by container

Learning Outcome 3: Analyse the movement of dangerous goods operations

When working with dangerous goods, it is important to understand the different types of packaging used for different types of products. Dangerous goods also need to be loaded and stored in specific ways when being transported in order to maintain the safety of the goods and the crew/handlers who work with these goods. Through completing this learning outcome, learners will gain an appreciation of the methods used to load, store, transport and unload goods as well understand the UN classification codes. Learners will be introduced to content including:

- a. Packaging used to carry dangerous goods
- b. Methods of moving dangerous goods
- c. Method of loading and storage of dangerous cargo aboard container vessels versus non-dangerous cargo
- d. How to use the IMDG Code in practice, Emergency Schedules (EmS) and Medical First Aid Guide (MFAG)
- e. Packaging, marking, labelling, handling, stowage and documentation including the considerations concerning pressure and temperature for gases and flammable liquids
- f. Use of United Nations (UN) Classification Numbers

Learning Outcome 4: Evaluate shipping precautions and procedures concerning the movement of dangerous goods

Dangerous goods must be handled with care and expert knowledge. Through this learning outcome, learners will understand that there are special procedures in the handling and movement of dangerous goods; including how and where they are stored on a vessel. The learner will also gain an understanding of the implications of incorrect storage and the importance of following relevant codes and procedures for when incidents occur. Learners will be introduced to content including:

- a. Safe storage and segregation of dangerous goods on board a vessel
- b. Regular inspections of facilities
- c. Stowage error/negligence and the consequences of this
- d. Types of injuries/harm that can result from stowage error/negligence
- e. Codes, procedures and records for safety and if accidents occur
- f. Safety equipment used when working with dangerous goods

Learning Outcome 5: Apply the process of accurate documentation and labelling to dangerous goods

It is important that anyone involved in handling and shipping of dangerous goods knows what documentation is necessary. This learning outcome will introduce the learner to the various documentation required and their functions, as well as the different labelling and identification processes involved. The learners will also develop an appreciation of why these processes are so important and will be conversant with the different aspects of the IMDG Coding system. Learners will be introduced to content including:

- a. Container Packing Certificate
- b. Dangerous Goods Manifest
- c. Other dangerous goods documentation
- d. Documentation requirements and exemptions for transporting dangerous goods of different quantities
- e. Placards and labelling to determine nature and identification of dangerous goods
- f. Transport Emergency Card (TREMcard)

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

For teaching of this unit, it is important to explore and address issues associated with the movement of dangerous goods. Learners should be taught the issues and concerns associated with the movement of dangerous goods in an environment where knowledge is applied in different contexts. These contexts could include the use of case studies in which to locate and apply knowledge or through the use of field research where learners observe and critique how the movement of dangerous goods was managed.

Recommended Reading

Text Books

International Chamber of Shipping (2006). *International Safety Guide for Oil Tankers & Terminals (ISGOTT)*. 5th ed. London: Witherby's.

United Nations (2009). *Recommendations on the Transport of Dangerous Goods: Model Regulations*. 16th ed. New York: United Nations Publications.

Journals

Disaster Prevention and Management: An International Journal

Management of Environmental Quality: An International Journal

Websites

DFT.GOV.UK. (2018). *Packaging Approvals Database*. [online] Available at: www.dft.gov.uk/vca/dangerousgoods/packaging-approvals.asp [Accessed 16 May 2018].

Gov.UK. (2018). *Dangerous Goods Declaration Note*. [online] Available at: www.gov.uk/government/publications/dangerous-goods-declaration-note [Accessed 16 May 2018].

Gov.UK. (2018). *Marine Accident Investigation Branch - GOV.UK*. [online] Available at: www.gov.uk/government/organisations/marine-accident-investigation-branch [Accessed 16 May 2018].

Gov.UK. (2018). *Shipping Dangerous Goods*. [online] Available at: www.gov.uk/shipping-dangerous-goods [Accessed 16 May 2018].

HSE.gov.uk. (2018). *Carriage of Dangerous Goods Manual*. [online] Available at: www.hse.gov.uk/cdg/manual/ [Accessed 16 May 2018].

IMO.org. (2018). [online] Available at: imo.org [Accessed 16 May 2018].

Pedro Villarroel (2018). *Dangerous Goods Classes*. [online] YouTube. Available at: www.youtube.com/watch?v=nEVBNiw1jiw [Accessed 16 May 2018].

UKPandILP (2018). *Container Matters*. [online] YouTube. Available at: www.youtube.com/watch?v=XMASnENJ93w [Accessed 16 May 2018].

Assessment

Assessment conditions

- Candidates will be provided with information to create an individual assignment of 2500-3000 words.
- The purpose of this assignment is to address and challenge by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, as well as their ability to research, argue and reference to a Level 4 standard.
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date.

Candidate requirements

- Candidates will carry out an individual assignment for this unit.
- The assignment will be a written essay or extended response of 2500-3000 words.
- Candidates are required to conduct their own research to help them complete the assignment.
- Candidates are required to complete and submit their assignment based on any information and/or questions provided.

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment.
- ABMA will review and verify the marking and grade awarded.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 5 – Overseas Trade Law

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

The unit aims to introduce the learner to overseas trade law. It covers the legal aspects of shipping and international trade by looking at the various types of laws, contracts, rules and regulations which govern overseas trade. Having completed this unit, learners will be equipped with an underlying knowledge of overseas trade law which is key when working within the shipping industry.

Unit Objectives

Learners are introduced to the common legal terms used in overseas trade law. They also learn about the different types of contracts, mainly Free on Board (FOB) and Cost, Insurance and Freight (CIF), and the implications of each type of contract on the seller and buyer. Additionally, learners are taught the different rules which govern the carriage of goods by sea and the relevance of each in the overseas trade, as well as European law. Furthermore, learners will explore the potential implications of Brexit.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Explain the legal terminology of overseas trade and basic contract components
2. Explain shipping agency
3. Explain differences between FOB and CIF contracts
4. Apply different national and international laws to the carriage of goods by sea
5. Analyse European legislation in relation to international trade

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Explain the legal terminology of overseas trade and basic contract components

As with most businesses, in order for both the buyer and seller to protect themselves, a contract needs to be drawn up so that each party knows what they are responsible for and what they are liable for. Within the shipping industry, there are several different contracts that

can be used. This learning outcome will introduce learners to the basic contracts used in shipping. They will also be taught the fundamental rules which underpin some of these contracts. Learners will be introduced to content including:

- a. Components of the basic contract
- b. Offer and acceptance, consideration, implied terms
- c. Free on Board (FOB) contracts and Cost, Insurance and Freight (CIF) contracts
- d. International rules and conventions relating to carriage by sea
- e. Legislation and legal precedent in English Law and English Law in contracts and the resolution of international disputes
- f. UK Consumer Rights legislation

Learning Outcome 2: Explain shipping agency

Often business is conducted through an intermediary and this is especially the case in shipping. When a principal employs an agent through which it conducts its business, it is important that each party is aware of what their roles are and, in particular, what they are responsible for. This learning outcome introduces learners to the principle of agency in shipping and the legal/contractual obligations that the parties have when fulfilling their roles and expectations. Learners will be introduced to content including:

- a. Definition and role of an agency/agent
- b. Different types of agents in shipping
- c. Relationship between the principal and the agent
- d. Relationship between the agent and the third party
- e. Rights and responsibilities of the principal and of the agent in the event of agency disputes
- f. Role of mediators when disputes occur

Learning Outcome 3: Explain differences between FOB and CIF contracts

Although there are many types of basic contracts used in the shipping industry, the two most common contracts used are Free On Board (FOB) and Cost, Insurance and Freight (CIF) contracts. This learning outcome looks closely at these two types of contracts and highlights the differences between them. Learners are taught the different stages of the transport process, who is responsible for the shipment at the different stages of the process, and the cost allocations at the different stages. Learners will be introduced to content including:

- a. Principles of FOB contracts
- b. Meaning and implications of FOB under current Incoterms
- c. Principles of CIF contracts
- d. Meaning of and implications of CIF under current Incoterms
- e. Determining which type of contract to use
- f. Rights and responsibilities of the seller and of the buyer under FOB and under CIF

Learning Outcome 4: Apply different national and international laws to the carriage of goods by sea

Like any industry, the shipping industry has to comply with certain legal requirements. In shipping, as vessels move in and out of different territories, operators must comply with both their own national laws relating to the carriage of goods by sea as well as the international regulations that are in place. This learning outcome introduces learners to these rules and regulations including:

- a. National law concerning the carriage of goods by sea
- b. International rules, their evolution, implementation and the incorporation of rules into UK Acts concerning the carriage of goods by sea
- c. Differences between the rules and their applicability
- d. Countries that have attached/will attach each rule to their national maritime legal systems
- e. Duties and responsibilities of the vessel's master according to the rules
- f. Carriers' liability for the loss or damage of cargo whilst in transit under the rules

Learning Outcome 5: Analyse European legislation in relation to international trade

European legislation forms the backbone of European trade and shipping especially in terms of free movement and free trade. The agreements that European legislation has put in place help to open up trade within the EU. However, given the UK's decision to break from Europe, access to free markets needs to be (re)established to ensure a smooth transition for the UK shipping industry. This learning outcome introduces learners to the history of the European single market, the benefits that having access to the single market has, as well as the implications of Brexit. Learners will be introduced to content including:

- a. Origins of the Treaty of Rome
- b. The Treaty of Rome 1957
- c. Purpose of the Treaty and the effects of the Treaty on the shipping industry
- d. Creation of the European Union (EU) and the single market by the Single European Act 1986
- e. Implications of Brexit
- f. Development of free trade agreements and their impact on the shipping industry

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

For teaching of this unit, it is important to explore and address contemporary overseas trade law. Centres need to engage with industry to ensure that learners are working in a 'real-world' environment, where learners are able to gain a m greater appreciation of the current laws and issues.

Recommended Reading

Text Books

Bade, D. (2015). *Export/Import Procedures and Documentation*. 5th ed. New York: AMACOM.

Cook, T., Alston, R. and Raia, K. (2012). *Mastering Import & Export Management*. New York: AMACOM.

Matsushita, M., Schoenbaum, T., Mavroidis, P. and Hahn, M. (2015). *The World Trade Organization: Law, Practice, and Policy*. 3rd ed. Oxford: Oxford University Press.

Sherlock, J. and Reuvid, J. (2008). *Handbook of International Trade: A Guide to the Principles and Practice of Export*. 2nd ed. London: GMB Publishing.

United Nations (2009). *United Nations Convention on Contracts for the International Carriage of Goods Wholly or Partly by Sea*. Vienna: United Nations Publications.

Journals

Global Trade and Customs Journal

Journal of International Trade Law and Policy

Websites

Ec.europa.eu. (2018). [online] Available at: <http://ec.europa.eu> [Accessed 16 May 2018].

IMO.org. (2018). [online] Available at: imo.org [Accessed 16 May 2018].

Assessment

Assessment conditions

- Candidates will be provided with information to create an individual assignment of 2500-3000 words.
- The purpose of this assignment is to address and challenge by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, as well as their ability to research, argue and reference to a Level 4 standard.
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date.

Candidate requirements

- Candidates will carry out an individual assignment for this unit.
- The assignment will be a written essay or extended response of 2500-3000 words.
- Candidates are required to conduct their own research to help them complete the assignment.
- Candidates are required to complete and submit their assignment based on any information and/or questions provided.

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment.
- ABMA will review and verify the marking and grade awarded.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 6 – Environmental Issues

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

This unit introduces learners to the environmental concerns related to the shipping industry and the measures put in place to mitigate these concerns. Upon completing this unit, learners will be able to apply the conventions and protocols learned to the workplace environment. For example, learners will understand how to control a vessel's speed and, by extension, its Carbon Dioxide (CO₂) emissions.

Unit Objectives

This unit introduces learners to the issues and concerns that surround the shipping industry and the environment. Learners will be taught MARPOL and other conventions and protocols which have been implemented to reduce, or altogether negate, marine pollution. Learners will explore the different kinds of pollution and the effects each have on the environment. Learners will also be taught the subsequent measures and technological developments to control pollutants/emissions.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the impact of shipping emissions on the environment
2. Analyse the impact of shipping pollutants on the environment
3. Analyse the conventions and initiatives in place to address the impact of shipping emissions and pollutants on the environment
4. Analyse how conventions and initiatives affect the shipping industry
5. Analyse how conventions and initiatives affect vessel construction

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Analyse the impact of shipping emissions on the environment

Like most machines, vessels, when operated, release emissions. The impact the shipping industry has on the environment is huge. This learning outcome will provide learners with an understanding of the different types of emissions expelled by vessels and the effects that these emissions have on the environment. Learners will be introduced to content including:

- a. Different types of vessel emissions
- b. The different environments affected by emissions
- c. The effects of vessel emissions on the different environments
- d. The importance of combatting the effect of vessel emissions
- e. Company policies on the protection of the environment from shipping emissions
- f. International regulatory framework to combat the effects of vessel emissions

Learning Outcome 2: Analyse the impact of shipping pollutants on the environment

As well as the standard emissions expelled by vessels, the shipping industry is also responsible for a number of pollutants – either accidentally expelled or as a by-product of ship operations – being released in the environment. Through the content of this learning outcome, learners will learn about the common pollutants that are associated with the shipping industry, the reasons why these pollutants are introduced into the environment and the impact these pollutants have on the environment. Learners will be introduced to content including:

- a. Different types of vessel pollutants including dangerous goods
- b. Vessel operations that contribute to marine pollution including spillages, leaks and dumping
- c. The different environments affected by pollutants
- d. The effects vessel pollutants have on the different environments
- e. The importance of combatting the effects of vessel pollutants
- f. Company policies on the protection of environment from shipping pollutants

Learning Outcome 3: Analyse the conventions and initiatives in place to address the impact of shipping emissions and pollutants on the environment

In order to try and protect the environment and to mitigate, negate or minimise the release of vessel emissions and pollutants, there are number of national and international conventions and initiatives that have been written to address this. In this learning outcome, learners are introduced to the International Maritime Organization (IMO) and the role that they play in working with countries all over the world to help develop, generate, and implement these conventions in order to help protect the environment. Learners will be introduced to content including:

- a. The role of the IMO in relation to the environment
- b. Initiatives and frameworks in place to control, manage and combat vessel emissions and pollutants including MARPOL
- c. Countries that have ratified the different conventions and initiatives
- d. UK legislation, Acts of Parliament, Statutory Instruments (SIs) and Marine notices (M-notices)
- e. Application of the initiatives and compliance certification
- f. Monitoring the effectiveness of the initiatives

Learning Outcome 4: Analyse how conventions and initiatives affect the shipping industry

The introduction of the environmental conventions and initiatives has had a huge impact on the shipping industry. These conventions and initiatives call the shipping industry to invest and manage vessel design, manufacturing, operations and maintenance to ensure that they are compliant with the measures that have been put in place. This learning outcome gives learners the opportunity to understand how the industry is impacted by these conventions and initiatives, as well as how the industry has evolved to facilitate and implement these measures. Learners will be introduced to content including:

- a. Costs associated to shipping companies of implementing new initiatives
- b. Technology and technological advancements needed to help improve shipping operations
- c. How conventions and initiatives influence logistics/routes
- d. Human resource (crew) training and certification
- e. SOLAS chapter 2 and chapter 7 Construction and Equipment
- f. IBC Code for the construction and equipment of ships carrying dangerous chemicals in bulk

Learning Outcome 5: Analyse how conventions and initiatives affect vessel construction

The conventions and initiatives that have been implemented often place strict compliance measures on vessel design and construction. The content of this learning outcome will help learners develop a fundamental understanding and appreciation of some of these vessel design requirements and how they help to reduce or altogether remove the release of emissions and pollutants into the environment. Learners will be taught how conventions and initiatives affect vessel construction in terms of:

- a. Engine design
- b. Navigation and guidance
- c. Propulsion and manoeuvring
- d. Control systems
- e. Different types of fuel
- f. Additional equipment

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Environmental Issues unit would benefit from the use of a series of case study related tasks where different aspects of the unit's content are applied to a single and detailed case study.

Recommended Reading

Text Books

Rushton, A., Croucher, P. and Baker, P. (2010). *The Handbook of Logistics & Distribution Management*. 4th ed. London: Kogan Page.

Journals

Maritime Policy & Management

Websites

IMO.org. (2018). [online] Available at: imo.org [Accessed 16 May 2018].

worldshipping.org. (2018). [online] Available at: www.worldshipping.org [Accessed 16 May 2018].

Assessment

Assessment conditions

- Candidates will be provided with information to create an individual assignment of 2500-3000 words.
- The purpose of this assignment is to address and challenge by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, as well as their ability to research, argue and reference to a Level 4 standard.
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date.

Candidate requirements

- Candidates will carry out an individual assignment for this unit.
- The assignment will be a written essay or extended response of 2500-3000 words.
- Candidates are required to conduct their own research to help them complete the assignment.
- Candidates are required to complete and submit their assignment based on any information and/or questions provided.

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment.
- ABMA will review and verify the marking and grade awarded.

- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 7 – Port Operations

Level

4

Credit Value

25

Total Unit Time

250 hours

Guided Learning

130 hours

Unit Aim

The aim of this unit is to introduce learners to ports, how they are operated and the roles that port personnel fulfil in order to ensure the efficient running of the port. Upon completion of this unit, the learner will have a good understanding of port operations and will be able to apply their knowledge within the workplace.

Unit Objectives

To achieve this aim, learners will learn about the principles of port operations including port functions, design and infrastructure. They will also learn about the administration involved in port operations as well as the function of port authorities. Finally, learners will be taught about different port terminals as well as the vital role different port personnel play in the running of a port.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Explain the principles of port operations
2. Analyse port documentation and processes
3. Explain the function of port authorities
4. Explain the function of terminal operations
5. Analyse the roles and responsibilities of support activities at a port

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

Learning Outcome 1: Explain the principles of port operations

Ports are vital to the shipping industry. Without efficiently established and functioning ports, the ability to import and export goods would be hugely and negatively impacted. This learning outcome is designed to give learners a fundamental understanding of the different types of ports and how they operate. Learners will be introduced to content including:

- a. Different types of ports
- b. Port functions and departments
- c. Operations carried out at a port (based on type of vessel being handled)

- d. Typical port design and physical infrastructure
- e. Relevant health and safety legislation
- f. Problems and challenges associated with port operations

Learning Outcome 2: Analyse port documentation and processes

It is important that goods shipped (both inwards and outwards) are correctly documented for several reasons, for example, so insurance companies know the value of the goods being transported, so that vessel operators and goods handlers know how to load and correctly store goods being transported as well as the application of correct duties on goods. A large part of port operations, therefore, relies heavily on documentation. This learning outcome will introduce learners to the different types of documentation processed at a port and the relevance these documentations have. Learners will be introduced to content including:

- a. Purpose of different port documentation
- b. Different port documentation (import and export)
- c. Port personnel dealing with documentation, administration and operational activities
- d. Processing of different documentation
- e. Dissemination of all port documentation
- f. Port administration and control systems

Learning Outcome 3: Explain the function of port authorities

For a port to operate effectively, it must be resourced and managed properly. Port authorities oversee the running of a port and manages its finances, infrastructure, and its operations. In this learning outcome, learners will gain an awareness of the function of port authorities, the responsibilities that they have and the various roles that they play in port operations. Learners will be introduced to content including:

- a. History of port authorities
- b. Purpose of port authorities
- c. Legal remit of port authorities
- d. Port authority departments and typical organisational structures
- e. Functional requirements of port authority departments
- f. Organisations involved with port authorities (including port health and governmental organisations)

Learning Outcome 4: Explain the function of terminal operations

Goods that are shipped come in many different forms. Some goods are shipped in their raw form, for example, coal; some goods are in liquid form such as LNG; others are shipped in containers. Ports, therefore, must have different terminals to be able to accept and process the different types of goods being shipped. This learning outcome introduces learners to different types of port terminals and the different types of goods that they process/handle. Learners will be introduced to content including:

- a. Different types of port terminals
- b. Duties of different terminal operators
- c. How terminal operators integrate with and support overall port operations

- d. Types of vessels and cargoes handled
- e. How cargoes are managed, including temporary storage and onward goods transit
- f. Import and export formalities of a port terminal in accordance with government controls

Learning Outcome 5: Analyse the roles and responsibilities of support activities at a port

When a vessel is in port, leaves a port or re-enters a port, it is not just the vessel's crew that work on/with the vessel. There is a whole network of specialised individuals and organisations who work together to ensure that the processing of a vessel and its goods is done effectively. This learning outcome will give learners an opportunity to understand this network and will learn how each of the different support activities are essential to port operations. Learners will be introduced to content including:

- a. Pilots, towage operators and vessel traffic control
- b. Harbour master and security
- c. Mobile machinery and operators
- d. Stevedoring companies and transit shed operators
- e. Port maintenance and dredging operations
- f. Importance of support activities at a port

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding way is a key feature for all units in the Shipping and Logistics qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

For teaching of this unit, it is important to explore and address contemporary port operations. Centres, to enhance the learning experience, should engage with industry to ensure that learners understand the a 'real-world' environment, where the contemporary port operations are put into practice.

Recommended Reading

Text Books

Alderton, P. (2008). *Port Management and Operations*. 3rd ed. London: Informa.

Branch, A. (2007). *Elements of Shipping*. 8th ed. Abingdon: Routledge.

Kumar, R. (2018). *Chief Mates Oral Notes*. [ebook]. Available at: <https://books.google.co.uk/books?id=D0-oCAAQBAJ> [Accessed 14 May 2018].

Rushton, A., Croucher, P. and Baker, P. (2010). *The Handbook of Logistics & Distribution Management*. 4th ed. London: Kogan Page.

Journals

International Journal of Shipping and Transport Logistics

Websites

Marine Insight. (2018). *Marine Insight*. [online] Available at: www.marineinsight.com/ [Accessed 16 May 2018].

Portinfo.co.uk. (2018). [online] Available at: www.portinfo.co.uk [Accessed 16 May 2018].

Portskillsandsafety.co.uk. (2018). *Port Skills and Safety*. [online] Available at: www.portskillsandsafety.co.uk/ [Accessed 16 May 2018].

Assessment

Assessment conditions

- Candidates will be provided with information to create an individual assignment of 2500-3000 words.
- The purpose of this assignment is to address and challenge by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, as well as their ability to research, argue and reference to a Level 4 standard.
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date.

Candidate requirements

- Candidates will carry out an individual assignment for this unit.
- The assignment will be a written essay or extended response of 2500-3000 words.
- Candidates are required to conduct their own research to help them complete the assignment.
- Candidates are required to complete and submit their assignment based on any information and/or questions provided.

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment.
- ABMA will review and verify the marking and grade awarded.
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Appendix B: Mapping to National Standard: Port Marine Operations Officer (ST0428)

| Knowledge and Understanding of: | Level 4 | | | | | | |
|--|---------|----|----|----|----|----|----|
| | U1 | U2 | U3 | U4 | U5 | U6 | U7 |
| Vessel and shore based electronic navigation systems such as Global Navigation Satellite Systems | | | | | | X | |
| Port specific Information Technology systems, such as vessel booking, traffic management, security systems | | | | | | | X |
| Hydrographic survey, conservancy (including: buoyage, aids to navigation etc.) and dredging | | | | | | | X |
| Basic routine maintenance of marine craft and equipment | | | | | | | X |
| Safe management of vessel operations within harbours | | | | | | | X |
| Principles and practice of marine pilotage | | | | | | | X |
| Marine propulsion and manoeuvring systems such as propellers, thrusters, rudder, anchors, etc. | | | | | | X | |
| Maritime law including roles and responsibilities of the port authority such as: byelaws, general directions for navigation, local notices to mariners, etc. | | | | | X | | X |
| The basic principles of different types of vessel construction found in ports and of safe vessel stability | | | X | | | X | |
| Port control operations including local port service and or vessel traffic services | | | | | | | X |
| Marine infrastructure such as jetties, quays, marinas, and operations such as cargo, fishing, leisure, passenger, roll-on/roll-off | | | | | | | X |
| Relevant health, safety and security legislation such as: Health and Safety at Work Act 1974, International Ship and Port Facility Security Code, etc. | | | | | | | X |
| Port marine responsibilities, statutory powers, duties and codes (including Port Marine Safety Code and Guide to Good Practice) | | | | | | | X |

Appendix C: Mapping to National Standard: Marine Pilot (ST0427)

| Knowledge and Understanding of: | Level 4 | | | | | | |
|--|---------|----|----|----|----|----|----|
| | U1 | U2 | U3 | U4 | U5 | U6 | U7 |
| Navigation, bridge equipment and navigational aids | | | | | | X | |
| Vessel handling and hydrodynamics including towage where required | | | | | | | X |
| Vessels systems, including stability, strength, and construction | | | X | | | | |
| Correct communications (e.g. vessel to vessel, vessel to shore) using standard marine vocabulary in relation to completing an act of pilotage safely | | | | | | | X |
| Health, Safety and survival techniques | | | | | | | X |
| Marine environmental protection including responsibility to the vessel and port jurisdiction | X | | | | | X | |
| Different types and designs of vessel | | | X | | | | |

Appendix D: Mapping to National Standard: International Freight Forwarding Specialist (ST0539)

| Knowledge of: | Level 4 | | | | | | |
|---|---------|----|----|----|----|----|----|
| | U1 | U2 | U3 | U4 | U5 | U6 | U7 |
| The commercial basis for the consolidation of goods being moved cross the world and the purpose, function, structure and organisation of the freight forwarding industry | | X | | | | | |
| The principles underpinning the regulatory systems that apply to freight forwarding and the import and export of goods and the function of the key regulatory organisations | X | | | | | | |
| The terms of international sales (Incoterms) | X | X | | | X | | |
| International freight documentation and cargo booking procedures | X | | | X | | | X |
| The importance of marine insurance and carrier's liability | X | | X | | X | | |
| The classifications of hazardous goods and the restrictions applied to their movement | | | | X | | | |
| The use of documentary letters of credit to reduce financial risk in international trade | X | | | | | | |
| The key features of international customs and excise regimes | X | | | | | | |
| The entry, transit and exit procedures that apply to goods being imported and exported | X | | | | | | |
| The purpose and usages of the different container types and their respective benefits | | X | X | | | | |
| Documentation used in international ocean freight, including; bills of lading/sea waybills, export cargo shipping instructions | X | | | X | | | X |

Appendix E: Approach to Grading

Qualification Level Grading

In order to be awarded the qualification a learner must complete and pass both mandatory units and all 3 chosen optional units.

Calculation of the Qualification Grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification.

ABMA Education Level 4 qualifications are awarded at the grade ranges shown in the table below and shows the way grades are calculated. The table will be kept under review over the lifetime of the qualification.

Unit Level Grading

Grading judgements will be made against specified characteristics that define the Pass, Merit and Distinction grades. A grade is not assigned to each and every learning outcome, instead strengths and weaknesses of responses as a whole are considered and a decision made about which grade best reflects the candidate's overall performance in the task. Grade characteristics are presented in a holistic rubric to support an overarching grading decision based on performance across the whole area.

Learner performance is judged against specified assessment criteria and award a grade of Fail, Pass, Merit or Distinction.

Grading Criteria – Level 4: Knowledge and Understanding

| Category of Assessment | To achieve a pass in the assessment, learners must: | To achieve a merit grade in the assessment learners must: | To achieve a distinction grade in the assessment learners must: |
|---|--|---|---|
| Practical, conceptual, theoretical or technological knowledge and understanding | Demonstrate practical, conceptual, theoretical or technological knowledge and understanding of the subject or field to address the problems outlined or questions raised in the assessment but may show some issues with clarity of engagement | Demonstrate practical, conceptual, theoretical or technological knowledge and understanding of the subject or field to address and engage with the problems outlined/questions raised in the assessment | Demonstrate practical, conceptual, theoretical or technological knowledge and understanding of the subject or field to fully engage with the problems outlined/questions raised in the assessment |
| Awareness of the different perspectives or approaches within the area of study or work | Demonstrate an awareness of the different perspectives or approaches within the area of study or work showing some, though limited, ability to apply these approaches | Demonstrate an understanding of the different perspectives or approaches the area of study or work showing the ability to apply these approaches | Demonstrate a comprehensive understanding of the different perspectives or approaches in the area of study or work showing the ability to apply these approaches |
| Engagement in academic research | Produce work supported by limited and not always relevant academic research | Produce work supported by limited yet relevant academic research | Produce work supported using relevant academic research |
| Application of data, information and ideas | Demonstrate an understanding of the data, information and ideas showing some, though limited, ability to apply the data/information/ideas | Demonstrate an understanding of the data, information and ideas showing the ability to apply the data/information/ideas | Demonstrate a comprehensive understanding of the data, information and ideas showing the ability to apply the data/information/ideas |
| Argument and focus | Produce work that convey the main points and ideas though may lack clarity or focus | Produce work that clearly convey the main points and ideas and maintains focus throughout | Produce work that develops the main points and ideas into an argument and maintains focus throughout |

| Category of Assessment | To achieve a pass in the assessment, learners must: | To achieve a merit grade in the assessment learners must: | To achieve a distinction grade in the assessment learners must: |
|--|---|---|---|
| <p>Expressive skills, structure and application of academic conventions</p> | <p>Demonstrates some slight problems with clarity and precision of expression but overall effectively demonstrates the learner's level of knowledge and understanding</p> <p>Though structured correctly with an introduction, main body paragraphs and a conclusion, the flow of the piece may be disjointed/paragraphs not effectively linked</p> <p>Academic conventions applied and sources have been referenced but referencing style inconsistent</p> | <p>Demonstrate ability to communicate with clarity and precision and assessment is correctly structured with well developed paragraphs though not necessarily linked</p> <p>Academic conventions applied and sources referenced</p> | <p>Demonstrate ability to communicate with clarity and precision and is correctly structured with well developed and linked paragraphs</p> <p>Academic conventions correctly applied and sources correctly referenced</p> |

Calculation of Qualification Grade

Level 4

| # | Combination | Units | | | | | Total Units Completed | Final Grade |
|----|-------------|----------|----------|----------|----------|----------|-----------------------|-------------|
| | | 1st Unit | 2nd Unit | 3rd Unit | 4th Unit | 5th Unit | | Outcome |
| 1 | F,F,F,F,F | F | F | F | F | F | 0 | FAIL |
| 2 | F,F,F,F,P | F | F | F | F | P | 1 | FAIL |
| 3 | F,F,F,F,M | F | F | F | F | M | 1 | FAIL |
| 4 | F,F,F,F,D | F | F | F | F | D | 1 | FAIL |
| 5 | F,F,F,P,P | F | F | F | P | P | 2 | FAIL |
| 6 | F,F,F,P,M | F | F | F | P | M | 2 | FAIL |
| 7 | F,F,F,P,D | F | F | F | P | D | 2 | FAIL |
| 8 | F,F,F,M,M | F | F | F | M | M | 2 | FAIL |
| 9 | F,F,F,M,D | F | F | F | M | D | 2 | FAIL |
| 10 | F,F,F,D,D | F | F | F | D | D | 2 | FAIL |
| 11 | F,F,P,P,P | F | F | P | P | P | 3 | FAIL |
| 12 | F,F,P,P,M | F | F | P | P | M | 3 | FAIL |
| 13 | F,F,P,P,D | F | F | P | P | D | 3 | FAIL |
| 14 | F,F,P,M,M | F | F | P | M | M | 3 | FAIL |
| 15 | F,F,P,M,D | F | F | P | M | D | 3 | FAIL |
| 16 | F,F,P,D,D | F | F | P | D | D | 3 | FAIL |
| 17 | F,F,M,M,M | F | F | M | M | M | 3 | FAIL |
| 18 | F,F,M,M,D | F | F | M | M | D | 3 | FAIL |
| 19 | F,F,M,D,D | F | F | M | D | D | 3 | FAIL |
| 20 | F,F,D,D,D | F | F | D | D | D | 3 | FAIL |
| 21 | F,P,P,P,P | F | P | P | P | P | 4 | FAIL |
| 22 | F,P,P,P,M | F | P | P | P | M | 4 | FAIL |
| 23 | F,P,P,P,D | F | P | P | P | D | 4 | FAIL |
| 24 | F,P,P,M,M | F | P | P | M | M | 4 | FAIL |
| 25 | F,P,P,M,D | F | P | P | M | D | 4 | FAIL |
| 26 | F,P,P,D,D | F | P | P | D | D | 4 | FAIL |
| 27 | F,P,M,M,M | F | P | M | M | M | 4 | FAIL |
| 28 | F,P,M,M,D | F | P | M | M | D | 4 | FAIL |
| 29 | F,P,M,D,D | F | P | M | D | D | 4 | FAIL |
| 30 | F,P,D,D,D | F | P | D | D | D | 4 | FAIL |
| 31 | F,M,M,M,M | F | M | M | M | M | 4 | FAIL |
| 32 | F,M,M,M,D | F | M | M | M | D | 4 | FAIL |
| 33 | F,M,M,D,D | F | M | M | D | D | 4 | FAIL |
| 34 | F,M,D,D,D | F | M | D | D | D | 4 | FAIL |
| 35 | F,D,D,D,D | F | D | D | D | D | 4 | FAIL |
| 36 | P,P,P,P,P | P | P | P | P | P | 5 | PASS |
| 37 | P,P,P,P,M | P | P | P | P | M | 5 | PASS |
| 38 | P,P,P,P,D | P | P | P | P | D | 5 | PASS |

| # | Combination | Units | | | | | Total Units Completed | Final Grade |
|----|-------------|----------|----------|----------|----------|----------|-----------------------|-------------|
| | | 1st Unit | 2nd Unit | 3rd Unit | 4th Unit | 5th Unit | | Outcome |
| 39 | P,P,P,M,M | P | P | P | M | M | 5 | PASS |
| 40 | P,P,P,M,D | P | P | P | M | D | 5 | MERIT |
| 41 | P,P,P,D,D | P | P | P | D | D | 5 | MERIT |
| 42 | P,P,M,M,M | P | P | M | M | M | 5 | MERIT |
| 43 | P,P,M,M,D | P | P | M | M | D | 5 | MERIT |
| 44 | P,P,M,D,D | P | P | M | D | D | 5 | MERIT |
| 45 | P,P,D,D,D | P | P | D | D | D | 5 | MERIT |
| 46 | P,M,M,M,M | P | M | M | M | M | 5 | MERIT |
| 47 | P,M,M,M,D | P | M | M | M | D | 5 | MERIT |
| 48 | P,M,M,D,D | P | M | M | D | D | 5 | MERIT |
| 49 | P,M,D,D,D | P | M | D | D | D | 5 | MERIT |
| 50 | P,D,D,D,D | P | D | D | D | D | 5 | DISTINCTION |
| 51 | M,M,M,M,M | M | M | M | M | M | 5 | MERIT |
| 52 | M,M,M,M,D | M | M | M | M | D | 5 | MERIT |
| 53 | M,M,M,D,D | M | M | M | D | D | 5 | MERIT |
| 54 | M,M,D,D,D | M | M | D | D | D | 5 | DISTINCTION |
| 55 | M,D,D,D,D | M | D | D | D | D | 5 | DISTINCTION |
| 56 | D,D,D,D,D | D | D | D | D | D | 5 | DISTINCTION |