Component Specification

Powerboat Skills

NFQ Level 4

4N3646

1. Component Details

Title	Powerboat Skills
Teideal as Gaeilge	Scileanna Bád Innill
Award Class	Minor
Code	4N3646
Level	4
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to safety and effectively skipper an open powerboat by day on inland and coastal waters with which they are familiar.
Learning Outcomes	Learners will be able to:

1   Interpret a weather forecast for a specific area

2   Explain the Beaufort scale for wind speed

3   Locate tidal information for a specific location

4   Explain how wind and tides affect a chosen operating area

5   Describe the effect powerboats can have on the environment and how to mitigate these

6   Describe the effect loading & trim can have on safety & performance of a powerboat

7   Describe what action to take in a range of
        emergencies including:

        -   Becoming disabled

        -   Starting to sink

        -   Being adrift

        -   Requiring a tow

        -   Catching fire

        -   Needing to indicate distress

8   Explain the key elements of current ¿International
        Regulations for the Prevention of Collisions at Sea¿
        and principal day marks used in the International
        Association of Lighthouse Authorities (IALA) buoyage
        system

9   Explain the relevance of national legislation and local
        bylaws when operating a powerboat

10   Use boats controls to undertake basic slow speed
        manoeuvres, including:

        -   Steering the boat ahead & astern

        -   Stopping the boat

        -   Turning the boat in confined space

        -   Holding off a fixed object

        -   Ferry gliding across a current

11   Use boats controls to undertake manoeuvres while
        on the plane, including:

        -   S turn

- U turn

12 Demonstrate the following:

- Fasten a line to a cleat

- Coil and stow an anchor line

- Tie a round turn and two half hitches

13 Estimate the boats position on a chart and use the chart to identify hazards, distances and progress made

14 Prepare a powerboat and crew to go afloat

15 Launch and recover a powerboat using a road trailer

16 Bring a powerboat safely onto the plane, manoeuvring on the plane and slowing down, while showing regard for other water users and the environment

17 Manoeuvre the powerboat safely at slow speed while showing regard for other water users and the environment

18 Demonstrate a consistent awareness of other water users and reacting appropriately when meeting other craft

19 Bring a powerboat alongside, secure to and then leave a pier, pontoon and moored boat

20 Pick up, secure to and leave a mooring buoy

21 Anchor the powerboat, weigh the anchor and leave

22 Recover and care for a man-over-board

23 Tow another boat alongside and astern and be towed

24 Plan and execute a short passage.

Assessment

General Information   Details of FET assessment requirements are set out in [Assessment Guidelines for Providers.]

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques   In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Skills Demonstration   100%

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Recognition of Prior Learning (RPL)	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

Specific Validation Requirements	The provider must have all of the following in place to offer this award: The Provider must have approval of the National Governing Body, The Irish Sailing Association, to offer programmes leading to this award.
Supporting Documentation	1. Supporting documentation is accessible via the National Governing Body, the Irish Sailing Association (ISA)
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)

Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

Strand	**Sub-strand**	**Nature of learning**
Knowledge	Breadth	Broad range of knowledge
	Kind	Mainly concrete in reference and with some elements of abstraction or theory
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools

	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI