Component Specification

Canoeing

NFQ Level 4

4N4637

1. Component Details

Title	Canoeing
Teideal as Gaeilge	Canúáil
Award Class	Minor
Code	4N4637
Level	4
Credit Value	5
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to Canoe or Kayak safely and competently on flat water as a member of a group being led.
Learning Outcomes	Learners will be able to:

1   Explain the main principles of personal water safety when canoeing including CLAP and STIG

2   Wear and explain how to use the appropriate equipment for safe canoeing on flat water

3   Describe potential dangers in the Canoeing environment including: over-hanging trees, rocks and obstacles in the water, rough water conditions, waves, open-sea, polluted water, adverse weather conditions and other water users

4   Explain a range of features / terms including eddies, standing waves, stoppers, waves and tidal streams

5   Describe the potential impact of canoe sports on the natural environment and the conflicts of interest that can arise between different water users

6   Describe the effect of wind on a canoe or kayak at sea including the effect and dangers of offshore wind

7   Identify a variety of flora and fauna found in the locations at which canoeing activities takes place

8   Interpret a local weather forecast and tide table to ascertain temperature, wind direction, precipitation and time of high tide

9   Explain why you should stay with your boat in event of a capsize at sea

10   Explain the principle of safety zones including comfort zone, adventure zone and danger zone and how this impacts decision making when canoeing

11   Demonstrate a range of paddling strokes used when either Kayaking or Open-canoeing including: forward paddling, reverse paddling, forward sweep, reverse sweep and a combination of forward and reverse sweep strokes

12   Demonstrate a range of support, rudder and draw strokes with appropriate edging

13   Demonstrate a range of support, rudder and draw strokes with appropriate edging

14   Demonstrate a range of communication skills and signals including: stop, go, go left and go right

15   Demonstrate a variety of applicable knots including figure of 8 and a round turn with two half hitches

16   Turn the boat while on the move using a combination of appropriate stokes and edge control

17   Enter and exit the boat correctly

18   Use a systematic approach to rescue implementing the 'Talk, Reach, Throw, Row, Go' principle

19   Demonstrate the ability to participate in and perform a capsize drill, assisted-X and curl rescue, a deep water re-entry using a throw bag to rescue a swimmer in flat water, rescuing a swimmer with your boat on flat water, rescuing an unconscious casualty and a variety of tows

	20	Demonstrate an effective self rescue including swimming to the bank with boat and paddle, emptying boat and re-entry

21   Perform an eskimo rescue (T-Rescue) using a paddle presentation or a bow presentation.

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	80%
Examination - Interview Style	20%

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.

Examination - Interview Style

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

An interview style examination assesses assessing learning through verbal questioning, one-to-one or in a group.

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

Providers must seek prior approval from the Canoeing Ireland to deliver this award
Providers are required to use Canoeing Ireland approved instructors trained to deliver this award
1. Providers are required to ensure that current Canoeing Ireland standards are met in the issuing of this award

Supporting Documentation

1. Website -www.canoe.ie
2. Canoeing Ireland Level 2 Skills document
3. Canoeing Ireland RSR 1 document
4. Canoeing Ireland Assessment Crib Cards

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.
	To access programmes leading to this award the learner must be able to swim.
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