



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 5

Work Boat Handling 5N5088

1. Component Details

Title	Work Boat Handling
Teideal as Gaeilge	Láimhsiú Bád Oibre
Award Type	Minor
Code	5N5088
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to handle and use a workboat safely working independently whilst under supervision.
Learning Outcomes	Learners will be able to: <ol style="list-style-type: none">1 List the safety equipment necessary for a small workboat2 Explain the effects of the distribution of crew and different loads on workboat stability and handling characteristics to include the dangers of capsizing and how they can be minimised and the effect of wash on other water users3 Explain the mooring and anchoring processes to include the effect speed of vessel, tide, wind and type of bottom and the function and choice of gear associated with the anchoring process4 Examine the effect of transverse thrust, planing, trim tabs and power trim

- 5 Explore the principles and safety procedures involved with inboard and outboard two and four stroke engines
- 6 Identify what precautions should be observed when checking lead acid batteries
- 7 Enumerate the importance of checking for cooling water flow and oil levels with inboard and outboard engines
- 8 List the precautions to be taken to prevent water entering the fuel system
- 9 Explain the actions to be taken if an engine is totally immersed
- 10 Identify the correct method of disposing of waste oil
- 11 Participate in launching and recovering a workboat from a trailer
- 12 Perform pre sea checks and safe embarking and disembarking procedures
- 13 Manoeuvre a vessel away and alongside a quay or platform and let go a workboat from a buoy or platform
- 14 Respond to helm orders and maintain a given heading
- 15 Participate in an anchoring and heaving anchor operation
- 16 Use a workboat for towing
- 17 Ship oars when coming alongside a pier, platform or other Vessels

- 18 Manoeuvre a diesel engine workboat ahead and astern
- 19 Seal rope ends using heat and tape and whippings and servings methods
- 20 Form the most common knots, bends and hitches used in workboat handling
- 21 Construct an eye splice, short splice and back splice in rope

- 22 Locate the main engine parts on an outboard engine and an inboard diesel engine
- 23 Show the correct way to tilt an outboard engine when mounted on the stern of a boat
- 24 Implement the correct sequence for starting/stopping an outboard and an inboard engine
- 25 Pump bilges without causing pollution
- 26 Interpret the terminology and signals used during the mooring and anchoring process
- 27 Moor a workboat and adjust mooring lines and set fenders
- 28 Perform a man overboard recovery
- 29 Perform operations on a tender to include correct seating arrangements, fitting rowlocks and oars, effective use of foot rests, proper use of oars, blades and shaft, correct use of rudder and tiller and coming short round under oars
- 30 Manoeuvre a workboat with an outboard engine at low and high speed, to turn in a confined area and to complete an “S” turn and a “U” turn
- 31 Turn a diesel engine workboat short around and stop a workboat in an emergency
- 32 Carry out the correct procedure for mixing oil and fuel for a two stroke petrol outboard engine.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Portfolio / Collection of Work	80%
Examination - Theory	20%

Description

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Examination - Theory

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.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at www.qqi.ie

Grading

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

Specific Validation Requirements

There are no specific validation requirements

Supporting Documentation

None

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

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

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