Component Specification

Angling and Safety

NFQ Level 6

6N20234

1. Component Details

Title	Angling and Safety
Teideal as Gaeilge	An tSlatiascaireacht agus an tSábháilteacht
Award Class	Minor
Code	6N20234
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the relevant knowledge, skill and competence required to provide angling guiding activities independently, safely and effectively.
Learning Outcomes	Learners will be able to:

1 Describe key aspects of angling history, literature and tradition including the evolution of a range of angling methods and tackle

2 Explain the effects of geology, topography and hydrology on water bodies

3 Describe a variety of aquatic ecological cycles in relation to food production, energy flow, water levels and current

4 Identify a range of popular marine and fresh water angling species

5 Outline the procedures for ensuring access permissions prior to the beginning of an angling experience

6   Explain the causes of a range of accidents in the angling environment and mitigating measures which can be taken to minimise them including the preparation of an action and evacuation plan to ensure client safety

7   Explain the statutory legislation in relation to crew and equipment requirements for basic vessel types suited to the intended angling purpose

8   Explain key elements of fisheries legislation, the role of government departments and other agencies including an overview of license and permit requirements including anti- poaching on all Irish waters

9   Explain the interaction of invertebrates and plants in relation to fish species

10   Demonstrate a range of catch handling and preservation techniques, and how they might differ between species and environment

11   Identify the causes, signs, pollution indicator species, forms of pollution and the role of the angler

12   Prepare a route card for an angling experience incorporating, timing distances on maps and sea charts, taking compass bearings and grid references and interpreting common legends and symbols

13   Use appropriate tools for predicting water conditions and levels which are safe and conducive to the angling experience, for example, tide tables and marine weather forecasts

14   Apply knowledge of fish and invertebrate biology with choice of angling method and identification of "hot spot" fishing locations

15   Describe the purpose, use and maintenance of safety equipment and any policies that need to be in place

16   Design an angling experience incorporating the relevant statutory legislation which applies to the guide in their role as leader including, health and safety legislation, Personal Protective Equipment (PPE) and risk assessment policies

17   Evaluate the role and responsibilities of the outdoor leader

18   Demonstrate a range of angling techniques in accordance with prevailing conditions and best practice

| 19 | Develop an understanding of the need for quality review and reflective practice within the angling product and use this to tailor future angling experiences |

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

Examination - Theory	70%
Skills Demonstration	30%

Description

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.

Covering learning outcomes 1/2/3/4/6/7/8/9/11/13/16/17/19

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.

Covering learning outcomes 5/10/12/14/15/18

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 should have access
1. to a suitable vessel, properly equipped and crewed in compliance with relevant legislation.

Supporting Documentation

1. www.leavenotraceireland.org
2. http://www.pointofsinglecontact.ie/
3. Current relevant legislation

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 comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

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